

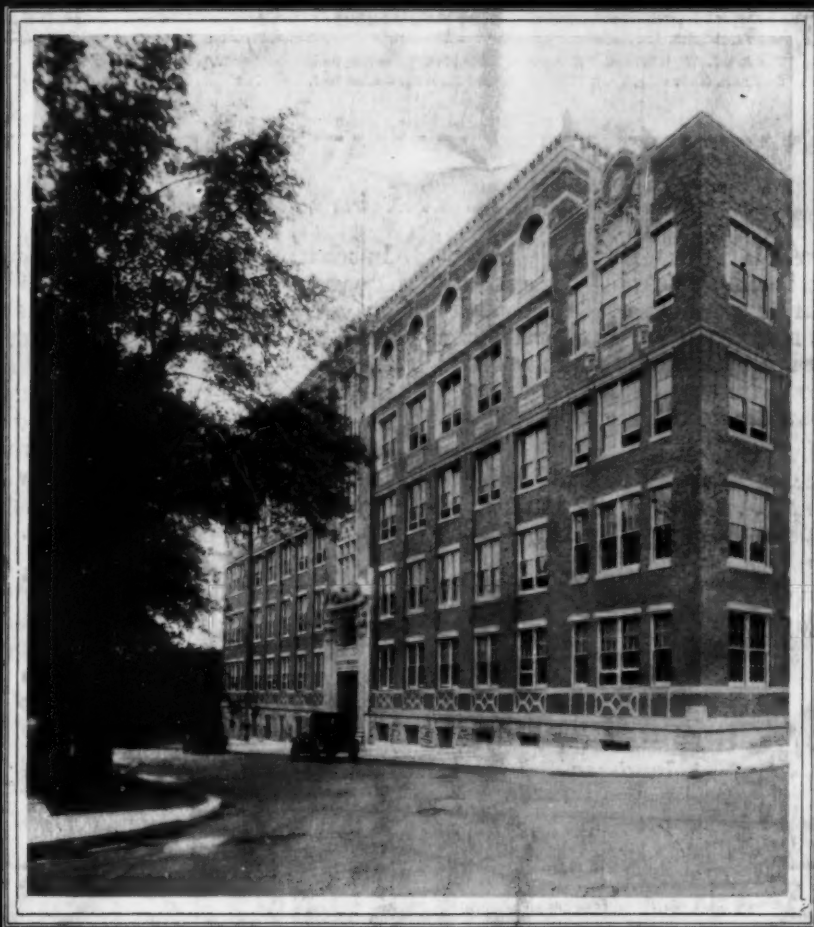
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# The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF  
RESEARCH TO THE BUILDING, EQUIPMENT  
AND ADMINISTRATION OF SCHOOLS

VOL. III  
No. 5

MAY  
1929



Published by THE NATION'S SCHOOLS PUBLISHING CO., Chicago

Return to Room 113

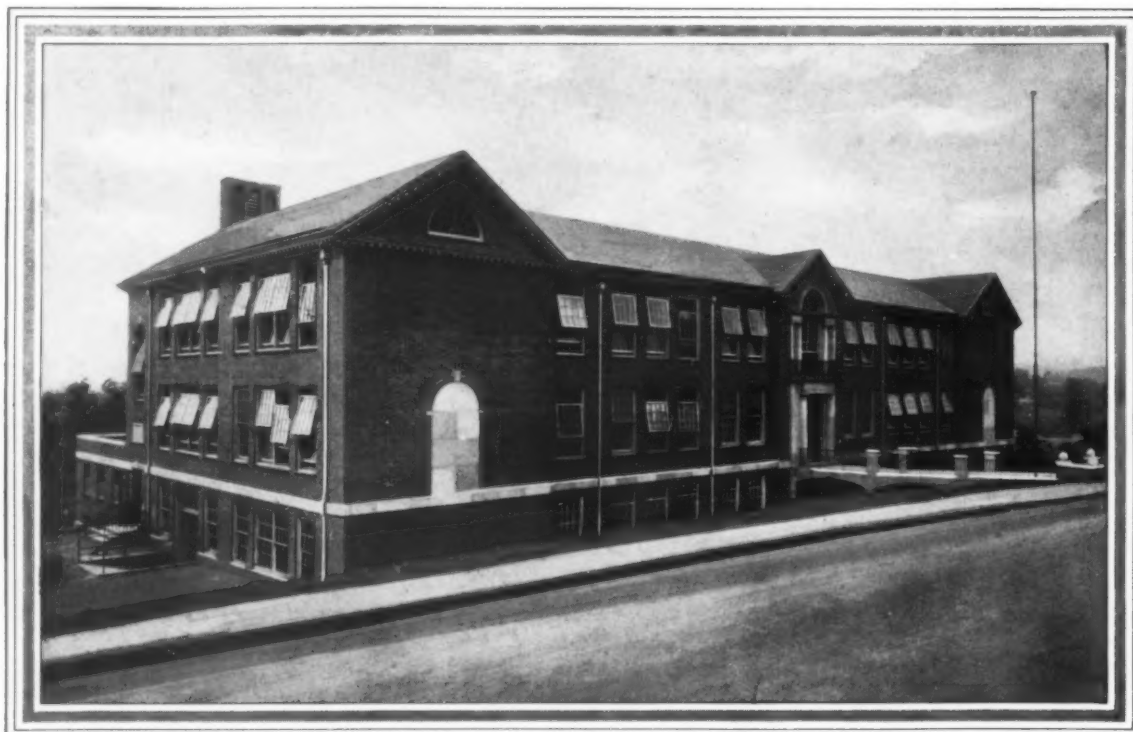
150  
Pounds Pressure



CRANE VALVES



2500  
Pounds Pressure



The Austin High School of Knoxville, Tenn., is Crane-equipped throughout. Architects, Bauman & Bauman, Knoxville, Tenn. Plumbing and Heating Contractor, L. P. McAuliffe, Knoxville, Tenn.

## NO MATTER HOW TAXATION IS DECIDED THIS WILL REMAIN TRUE

Omnipresent is the problem of school support. And it will be long before the bitter battle will be settled between those who claim the nation's economic structure can bear no more taxation for education, and those who claim the proportion of money for this purpose has not been approached.

But regardless of how long this controversy lasts, and how it will be decided, one fact is true . . . real economy will always be the rule in every department.

In matters of plumbing and heating, for example, the equipment must offer every convenience, every comfort, and every measure of health protection. Yet it must do more. It should cost a minimum to install; its service should be long lasting; repairs and replacements should be held to the lowest figure. In fine, it must give just the service, at the same low cost per year, that Crane materials are giving in countless schools the world over.

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Prince Rupert, in 1678, originated a fireplace that gave out four times more heat than the ordinary one. However, in times of heavy rains and high winds, the smoke was driven back into the room as much as before.

"Lower the fire cloth" continued to be a common request even in the days of improved fireplaces when Joseph Addison, the English essayist, went to school. But as soon as the fire cloth was lowered and the smoke and soot ceased to drive into the room, the circulation of heat became checked, students shivered in the cold and breathed stale, devitalized air that brought discomfort and threatened their health.

The modern school has no need for a fire cloth, but proper heating and ventilation will ever be a consideration of first importance. Pure, fresh air and even, well-regulated temperature must be available at all times without the least inconvenience.

The perfect performance—the scientific accuracy and economy of the Universal Heating and Ventilating Units—has resulted in their being installed in a long and imposing list of the nation's schools.

Whether you are considering an installation in a new structure or your present one, you will find these Units simple in design—highly efficient and quiet in operation—absolutely dependable. They deliver a constant supply of fresh, heated air—eliminating all danger of direct drafts. Call or write for information. There is an American Blower Branch Office near you.

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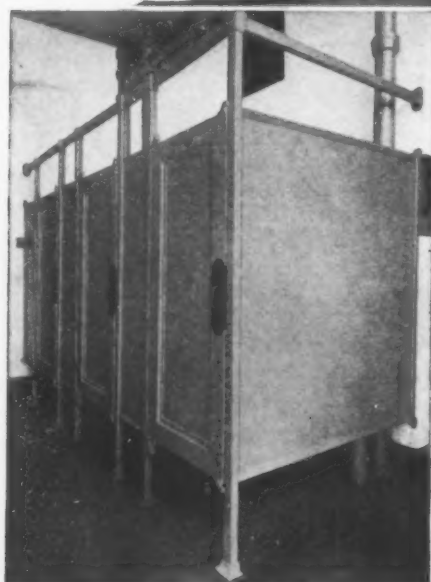
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*Above, one of the new buildings at Notre Dame University--a Weisteel installation*



Toilet facilities such as pictured above are essential for modern schools. The cost is only one factor. In part, this cost will be repaid by the labor saved in maintenance work, and in far greater part by the improved health of the children in your care.

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**A**RE you confronted with the problem of economically rehabilitating, or increasing the present toilet facilities in your school? Before you start an expensive repair program on the antiquated, worn-out equipment you now have, or try to use inadequate equipment for another school year--investigate WEI STEEL modern, sanitary toilet compartment enclosures.

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# WEI STEEL

**SHOWER STALLS-COMPARTMENTS-CUBICLES**

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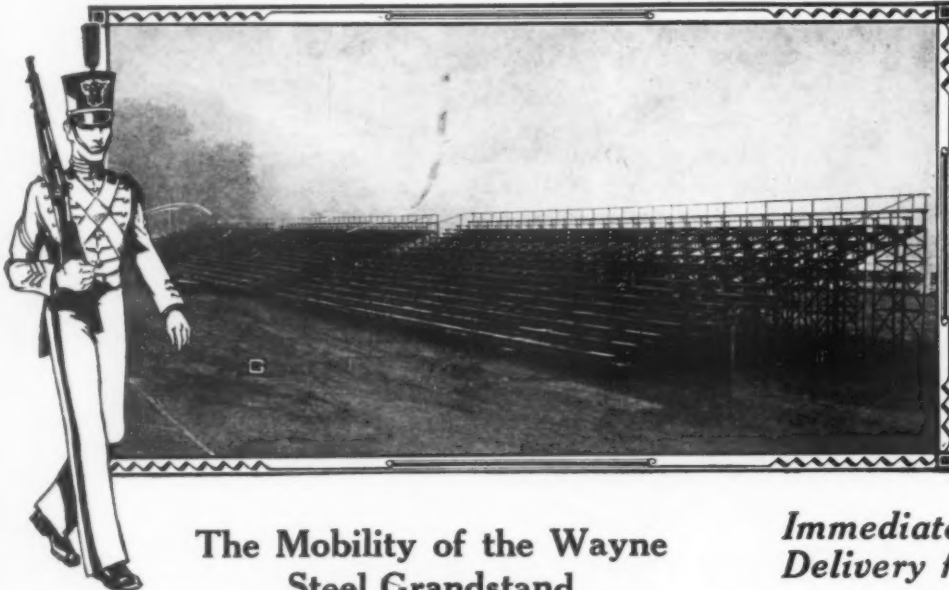
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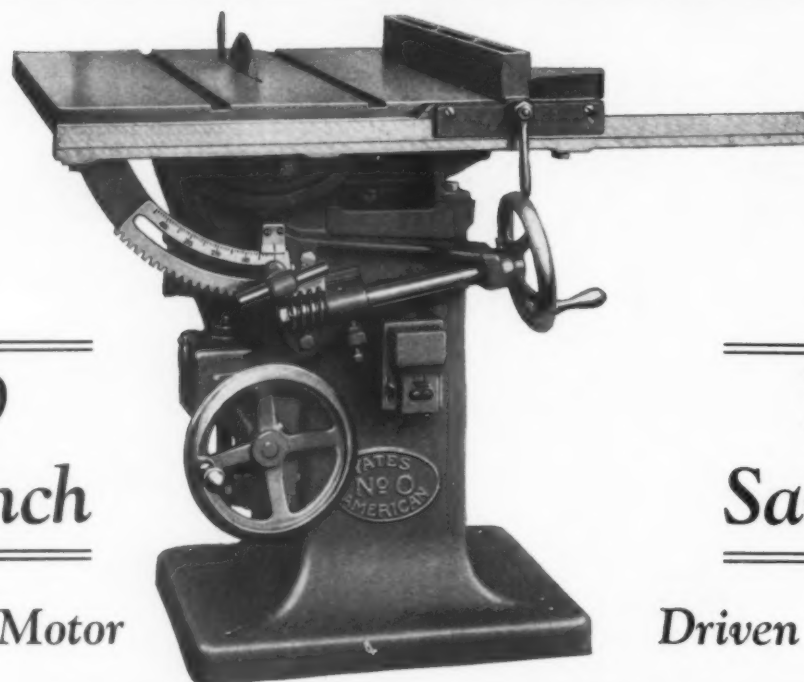
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Motor



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*Vocational Division*

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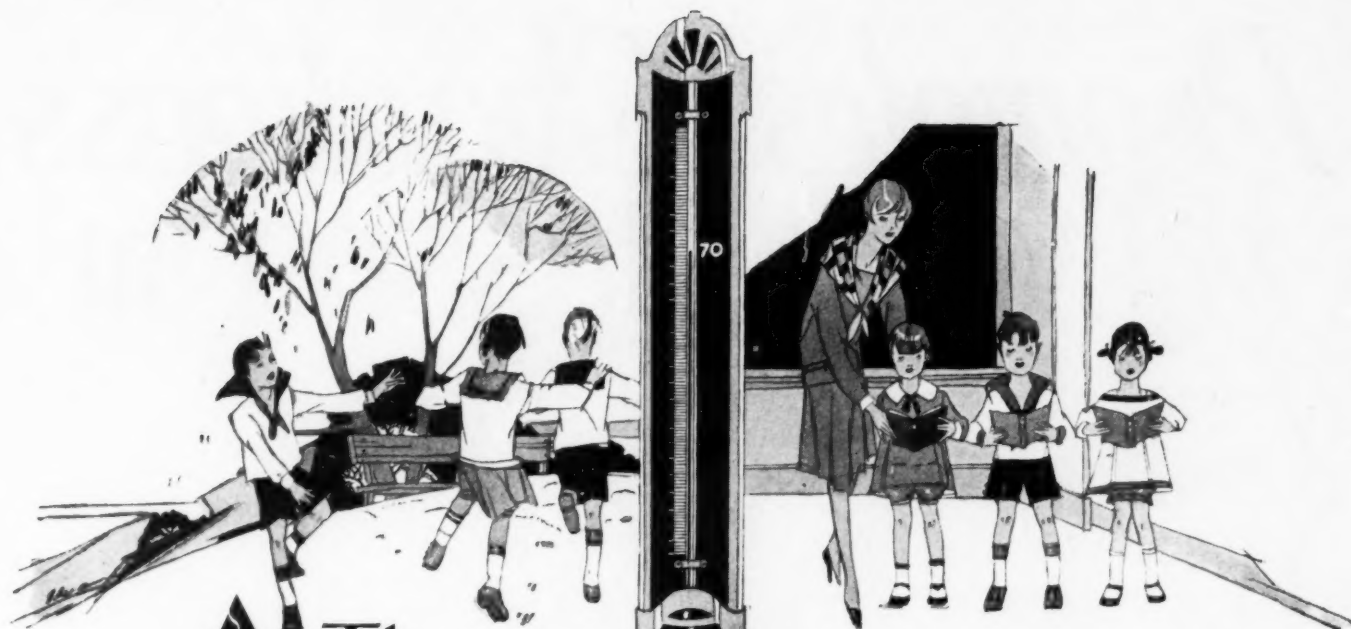
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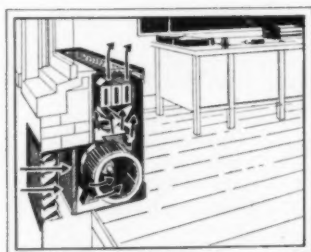
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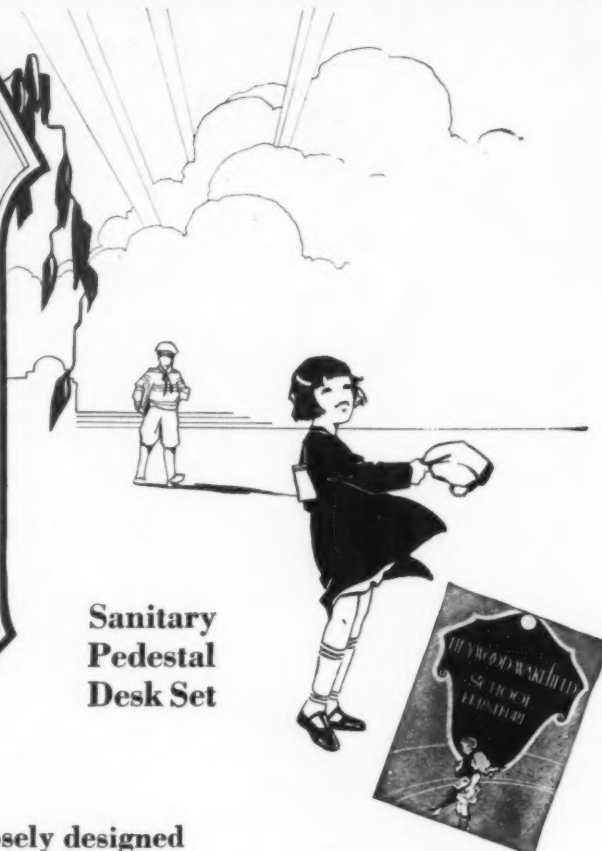


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SUPPLIES OUTDOOR AIR ~ FILTERED CLEAN ~ AND TEMPERED

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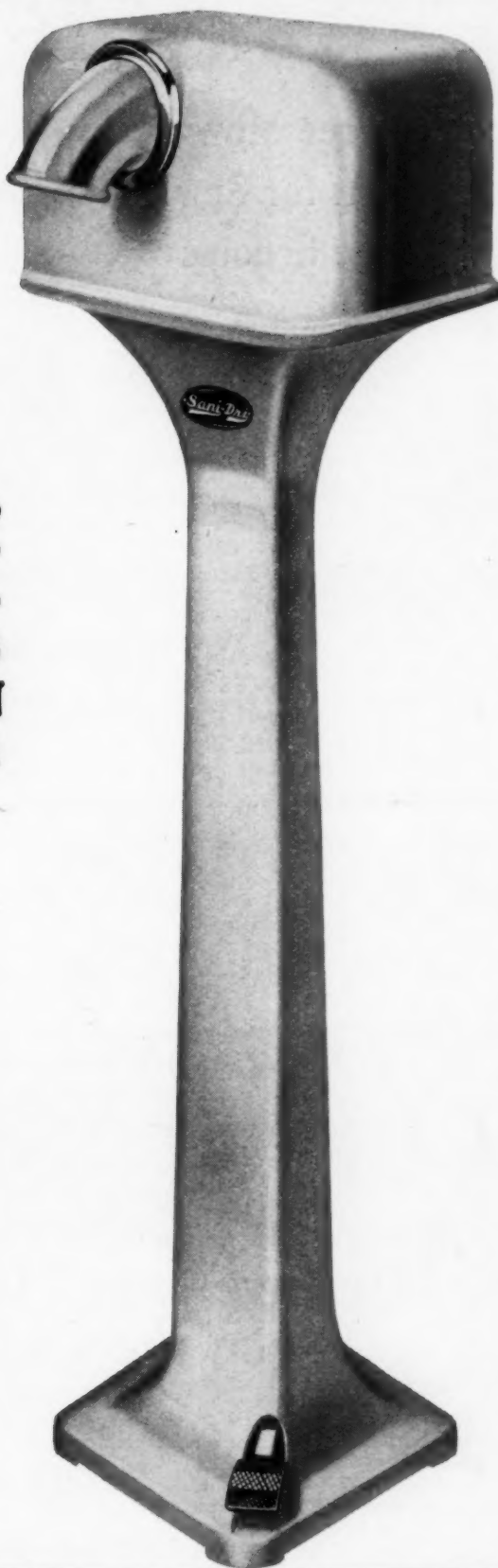
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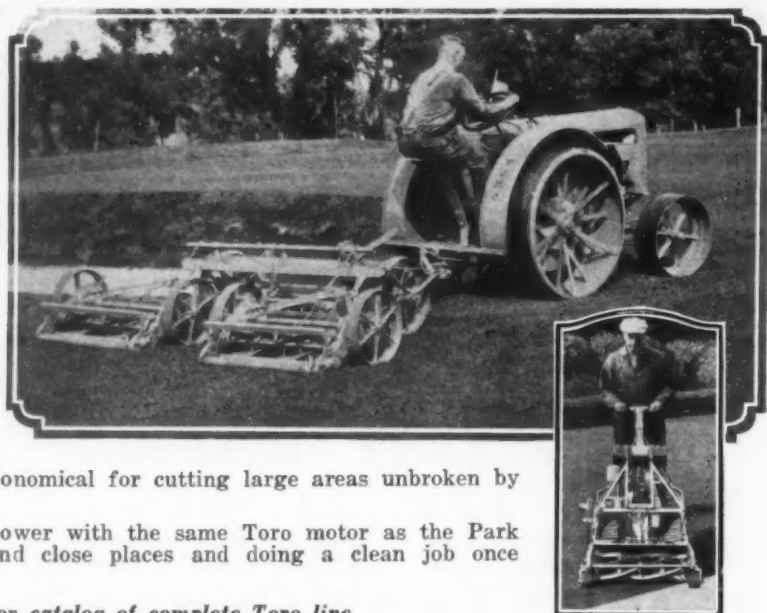
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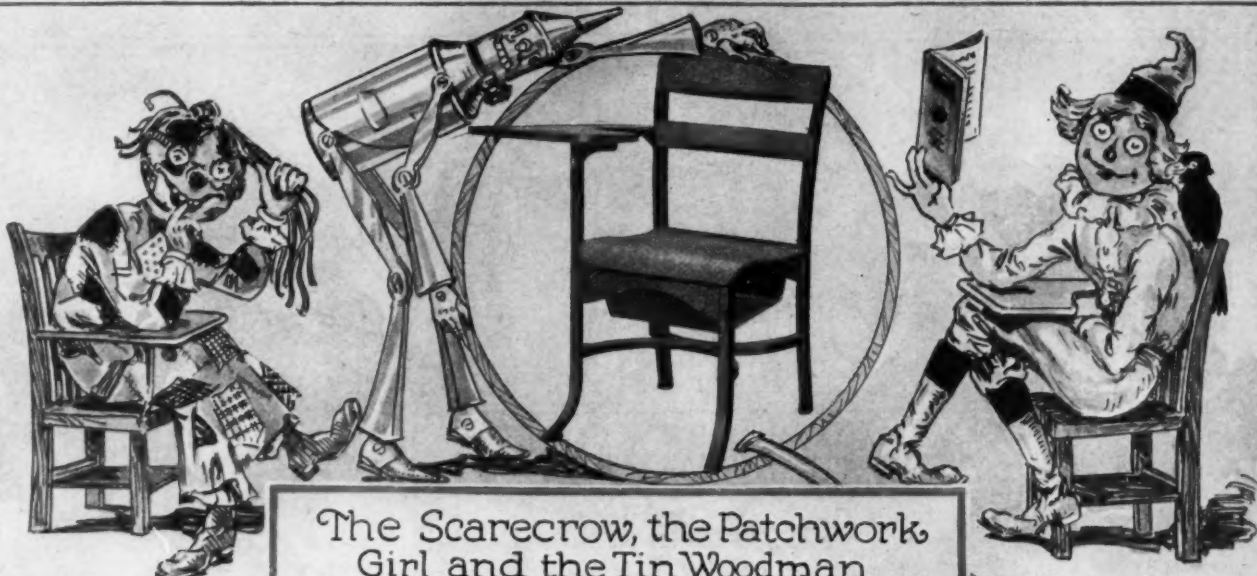
than a black board stretched clear across the front of the ordinary school room!

With the Alternator the teacher can adjust the leaves so that all may see. She can prepare lessons in advance and keep them from day to day. She can save the model work of pupils. She can lock up her quiz questions until needed. She can save many precious moments of class time.

Alternators can be installed in new or old buildings. For full information, send for Catalog A-3.

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123 West 8th St. Kansas City, Mo.

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- 4—Why Tables and Chairs in the Classroom.
- 5—Uses and Limitations of Movable School Seating.
- 6—The Buying of School Equipment.
- 7—A Study in School Posture and Seating.
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- 13—The Height of Kindergarten Chairs.
- 14—Grade Distribution of School Desk Sizes.
- 15—Tablet Arm Chairs—Their Use and Abuse.



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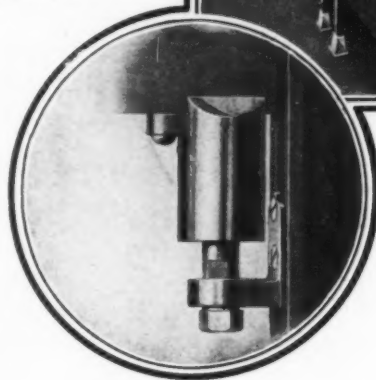
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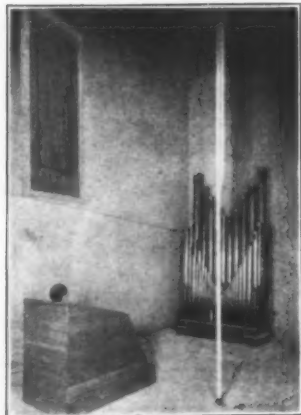
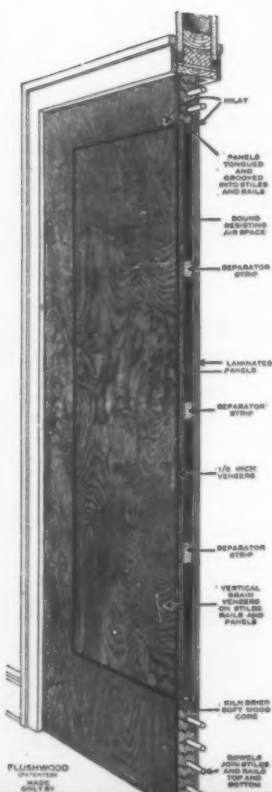
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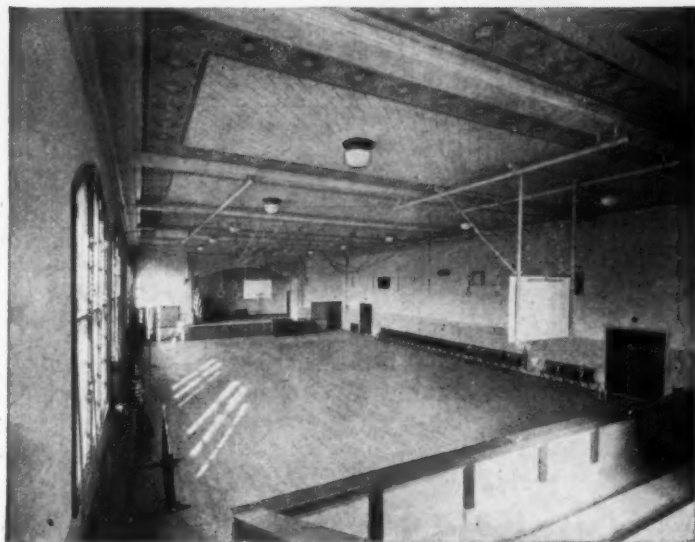
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(B) Observer with stop watch chronometer, noting the time the sound from the sound chamber remains audible on the further side of the Flushwood door. The difference in the duration of audible sound with the observer—first in the sound chamber and then on the further side of the Flushwood door is a measure of the factor by which the sound intensity is reduced by the Flushwood Door.





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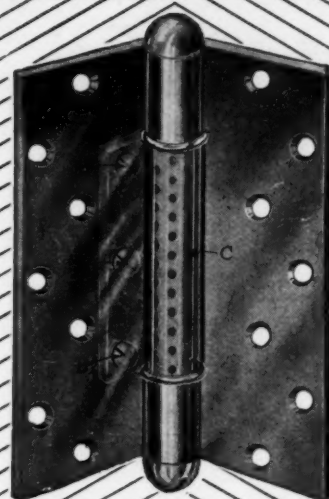
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VOLUME III

MAY, 1929

NUMBER 5

## School Boards From Below

*The comedy and tragedy of school-board management as seen by a former superintendent leads to a definite proposal for saving school systems from the damaging effects of political influence and personal favoritism*

By WILLIAM MCANDREW, "INVOLUNTARILY RETIRED"

THE title of this essay is not intended to suggest whence the school board cometh. In moments of exasperation there have been those who would fain consign it to go thither.

"School Boards From Below" indicates this would-be humble writer's point of view. I have had the good and the bad fortune to be under school boards from 1868 to 1927, except during a few years devoted to working for a railroad corporation. I have enjoyed contact with the best and the worst boards of the period. They are a necessity of representative government, and are, I think, of much more importance than the community and newspapers realize. Their weaknesses are woefully serious and easily curable. A general survey won't hurt them. They are used to revilement. They get more than their share.

No articles appearing in this magazine are more interesting than those on the work of school boards. I wish it were possible to get more school-board members to write on the theme. Public education, thanks to professors in universities and in teachers' colleges, has accumulated more science, philosophy and techniques than it uses. Courses for instructing school superintendents in efficient management draw school men to summer classes in ever increasing numbers, and still, according to writers on education, the training of children has not reached the point to which the intelligence of present superintendents and teachers can bring it without undue strain anywhere along the line. Recent books evidence a

growing attention to the serious question of the function of the school board.

The cases of Superintendents Finnegan, Ettinger, Corson, Engleman, West and Vansickle, to mention only a few typical instances, present an odd situation, for the general verdict was that the administration of each had notably advanced the school service rendered to the community. No survey or appraisal of the work of the schools as compared with what it was when the men took charge, was made. No defect of character or remissness of conduct or duty was alleged against any of these men. The school board at the close of the arbitrary term of the superintendent dismissed him by electing some other person, in no case claimed as a better one, in his place. The governor personally disliked Finnegan; the mayor found Ettinger more concerned with schools than with friends of the boss; the others refused to substitute politics for the accepted principles of administration laid down in the works of those who study and write upon public education.

### *Do School Boards Hinder Progress?*

I do not know any school man who is unable to rehearse several cases similar to the ones just cited. There are enough instances to put some color of truth into the paradox I heard uttered by a lecturer in the summer school of pedagogy at the University of Michigan, "The greatest present obstacle to education is boards of education." What he means is that research, experiment, ex-

pansion have made of education a complex and delicate affair entirely beyond the ken of everyone who has failed to make a professional study of it. A growing number of people who draw conclusions slowly and only in accordance with demonstrable reason, hold with Professor Burnham that the hygiene of mind and temperament is as serious a study as the care of bodily health.

#### *Not Born to It Any More*

Without training, the born teacher has become as insufficient as the born doctor. To allow what has become as important and as difficult as the practice of medicine to remain under the supreme control of a board of men and women who have made no professional preparation for their service is a relic of the born-and-not-made idea.

Similarly in our field, the interests at stake are so great that to require school-board members to prepare and write a paper on their duty would be to use an old and approved method of getting intelligent action. I tried to get for a magazine I was editing some articles on this theme written by board members. Those who didn't laugh at the idea gave answers hardly worth carving on their tombstones. Many said the duty of a board member is to agree with the president. One claimed the main service is to protect the teachers from the superintendent. A president, reputed to be a great improvement on his predecessors, told me he would like to write such an article but the members would resent being preached to. A woman who had been a teacher before becoming a member of the board wanted to describe perfect trustee service but feared she would be thought to be bidding for the presidency. My experience in that canvass was that the nature of public-school service and the relation of boards to it is about like one's idea of the other side of the moon.

It is a significant thing that the increase in size and importance of school systems has been paralleled by a legal curtailment of the powers of school boards. In New York City and in Chicago, school law has taken from boards the nomination of teachers, the establishment of requirements for teachers' eligibility, the selection of textbooks, the location of sites, the adoption of building plans and other professional functions affecting the conduct of the schools and the discipline of the staff. A general reduction of the duties of board members marks the amendment of educational statutes here and there. The student of such movements finds them often the result of scandalous action by school boards, followed by heated denunciation in the newspapers. In recent years the amazing reduction in the size of school boards and the notable increase of the superintendent's

staff suggest that for some reason or another board service is often failing to supply what is needed to give the community a thorough and efficient school system.

Many of us who have enjoyed acquaintance with all sorts and conditions of school trustees think we know the seat of much of the trouble. The basis of acceptance of work on a school board is admirable. Without salary, a man or a woman will devote hundreds of dollars worth of time to what brings in no money or glory. In the majority of cases known to me the members have felt or professed a desire for pure public welfare, unrewarded. A member will start with real interest to learn some elements of educational theory and practice. A canvasser for a school periodical can get a new trustee's subscription immediately after appointment. But after attending a meeting or two and finding that no educational matter comes to his attention, the neophyte doesn't take the wrappers from his papers. The most educational news he hears in his private ear comes from "sore heads" in the system.

#### *Board Members Need Contact With the Teacher*

To a dozen New York board members the question was once put, "Now that you have served for some time, is your opinion of education higher or lower than it was?" All of them answered, "Lower." Why is this? Probably because they had not come into contact with education at all.

If you put that question to any superintendent or inspector whose daily duty takes him into the works, where teacher and children are together, where the real business is going on, invariably his answer is that his appreciation of the worth of teaching and teachers is growing higher year by year.

To gather material to "down Maxwell," a New York superintendent, James Creelman, star reporter, was assigned to visit schools and write a series of articles on their shortcomings. Creelman, after inspecting three or four schools, announced: "And he who came to scoff remained to pray. New York teaching is truly marvelous in its plan, its execution and its results."

It is a misfortune if any school board doesn't look into the real processes of instruction. If you study the minutes of boards of education you must be impressed by the absence of educational matter they contain. I tried the experiment of getting a school board to allow five minutes at each meeting for an educational clinic with real children and a real teacher demonstrating some of the decidedly good and interesting things I had seen on my rounds. There was on our board a



political servant who injected into the affair the suggestion that the superintendent was seeking to make a reputation by showing exceptional children. A fine woman whose children showed the board what up-to-date methods in arithmetic could do, was mortified to tears by the flings of this critic and urged her colleagues to escape similar insult by keeping away. Not a soul of the other ten members, indignant though they professed to be, made any sign of wanting any educational matter injected into the meetings.

But in ordinary conversation these men and women showed keen interest in the changes taking place in spelling, in reading, in geography, in penmanship, in arithmetic. Why shouldn't they? It would be hard to find anything more engaging than the modern ways things are being done in schools. It is a mystery how some people who are active-minded, interesting and interested as individuals, can, when organized as a school committee, become so insufferably drab and unintelligent. Superintendents frequently have a real respect and affection for board members and a contempt for boards.

In Cleveland, at one of the conventions some years ago, a score of superintendents dining together fell into a discussion as to what city had the best school board. Some were for Springfield, Mass.; some for Seattle; some for Detroit; some for Kansas City; some for Cincinnati—all of those cities having at the time a reputation for educational rectitude. A superintendent in whose long career as a progressive school man there had been no infelicity with his trustees was asked his opinion. He answered, "There isn't any best school board; only different kinds of bad."

It seems to me the board of the Michigan State Normal College, with its more than twenty years of dignified and progressive service, belongs in the front rank. Maybe it is due to the personality of President McKenny, with his rare combination of efficiency and tact.

The great Maxwell of New York, who had more actual worshippers among board members than

any superintendent I ever heard of, whose statue, secured by a committee of school trustees commemorates his fame, told me he didn't know how a man feels who is going to be hung, but he thought the feeling must be like the dread in a superintendent just before a board meeting is to take place.

Now, why should there be this untoward aspect of an institution that is so admirably illustrative of representative government as a company of citizens without pay, serving their community in a noble capacity as trustees of the nation's youth? The concept is more than respectable. It is admirable. The perpetual supply of Americans willing to make

the sacrifice, the more than satisfactory service rendered by boards enumerated by William George Bruce, the belief expressed by Hartwell of Buffalo that every scheme of school administration other than board control is inferior to it, indicate a need for a frank and honest examination of the way boards advance education and of the way they retard it. Illinois has a propitious organization of school boards which devotes itself to this very question. In a spirit that sustains the intelligent purpose of the society, it has arranged its time

### Legislation Is Needed

**I**F ANYONE has cause for bitterness toward school boards one might think, after his Chicago experience, it would be William McAndrew. In answer to our call, he has written three articles upon the work of boards of education. With lively optimism he sets forth the contention that boards are essential and progressive and have reached the point where they can well afford to ask for legislation to prevent a recurrence of damage known to be possible at the hands of any school board unrestrained by proper law.

Next month Mr. McAndrew treats of a disease of school boards. He asks us to say that we do not endorse anything he says. "What the situation wants," he says, "is to be thought out on its demerits."

and place of meetings coincident with those of an association of school superintendents. Each division has separate meetings and sessions with the other. The meetings I attended were devoted to the theme, "What is public education for and how can we help it realize its purpose?"

The intelligence and public spirit evidenced by those boards suggest that we ought to have more published presentation of members' conceptions of their obligation. We need a level look more than we need this of mine, which is a worm's-eye view by one who has been below the controlling Olympians for more than fifty years. More than both of these kinds, we need the broad consideration of the intelligent outsider, with a mind capable of grasping the large theory for which American education was launched by Jefferson and Rush and Webster and Clinton and Mann.

Senator Beveridge would have been an ideal author of a work on school boards and democracy. Newton Baker could do it. So could the other Baker, Ray Stannard. I'd like to see Walter Lippman put to it, or Franklin Giddings. Mark Twain might have given an outside view but his ridicule of school boards had nothing to stand on but his ignorance of them and his entire desire to satirize.

### *Cheery Signs*

The half a dozen books on this subject now in print, the success of two journals devoted largely to school-board concerns are cheerful signs of progress. What we need is more publicity for the proposals of those generous public servants who are the top layer of the educational system.

The dreadful opiate of routine does threaten the regular attendant at board meetings. The intricacy of education does appall him. In self-defense, many a board member falls into the attitude of a board president whom I heard recently characterize present educational science as all damn nonsense. "Specify," I asked him. "All of it, all of it," was all I could get out of him. He was afraid—plain afraid. This bluff works too often upon those over whom a board member thinks himself in control. All the ancients and moderns who have studied the control of the mind impress upon us the clarifying effect of deep thinking. Come on, then, ladies and gentlemen trustees, contribute.

The number of publications on superintendency by superintendents is notable. The number of books and magazines on industrial and financial boards written by directors is legion. "School Boardery by a Boarder" would be a fine public service and a grand enlightener of his own mind by every writer of it. The honorable essayist would need to draw from board members and school men the excellencies and shortcomings of board service and what human tendencies lead toward good and toward bad.

William H. Payne, one of the earliest of our essayists on school administration, long ago instanced love of power, appetite for notice, as the very devilment of board membership as well as of the superintendency. Draper's smooth running administration, with his board of regents, depended to a degree upon his submission of intended action to his board beforehand. He laid his plans out even in cases that were entirely in his own province. He said to his board, "There are no doubt ambiguities in the statute as to whether you or I have the responsibility. I intend, therefore, to tell you what I want to do, before I do it, and to obtain your approval or at least your consent to the experiment."

Maxwell often found his board, if such an offer were made, disposed to split hairs, to make mountains out of little hills, and to assume as its legal right decisions that the law specifically imposed upon him. "Nothing seems to a school board too small to be chewed long and swallowed," he once said. He developed a notably belligerent attitude against what he considered an infringement of his power and accompanied it with a resentment often characterized as personal enmity. As a result, many appointments to the board were made, so the newspapers announced, "to clip Maxwell's wings." Presidents and leading board members were often violently opposed to him. His long term was a struggle to secure legal sanction for giving to a superintendent such responsibility and command as the head of an ordinary productive organization possesses. The final passage of the statute putting the superintendency in such a position came too late for him. Broken and disappointed, he passed out. His statute came too late.

On Ettinger, his successor, fell the task of observing a new law which a new board either did not understand or expected to disregard. The mayor appointed the board members. The mayor issued ukases as to what he wanted. Ettinger repeatedly advised the board that resolutions adopted by it were contrary to the law. Repeated decisions, on appeal, confirmed his interpretation as correct. Every member of his staff has heard him say, "My stand means official death at the end of my term." It was so. There was no inquiry as to the condition of the schools at the end of his term.

### *Loyal Service Goes Unrewarded*

Those of us who worked with him know that he proceeded upon the only honest road open to a superintendent. By adequate inspection he discovered the excellencies and deficiencies of children in the different grades. He summarized the findings for the supervisory staff in a report, "Facing the Facts." By conferences with those whose business it is to see that teaching is effective, he brought results to the point where a city-wide survey proved indisputably that the system was serving the community better than when he took office. When the city hall wanted to elect a favorite in the place of Edson, who was an associate superintendent, Ettinger, who had no especial personal affection for him, cited the record of those schools under Edson's charge, and made one of the most daring and manly protests against his dismissal that any superintendent ever uttered. He saved Edson, but by so doing drove another nail into his own official coffin.



Ettinger's whole term was for honest service to the city, the fight of a peace-loving man, addicted to friendships, a prince of good humor, especially frank in disclaiming personal superiority. When I get rich I'm going to present the National Education Association's headquarters with a statue of him.

The school boards that held back education in Maxwell's day and supplanted Ettinger in face of his demonstrable superior administration of the system, were composed of men and women of more than average intelligence and worth when they were appointed. I think I knew personally all the New York school trustees from 1900 to 1925, twenty-five years. Only one of them served a term in jail; only one was generally recognized as a perfect blunderhead in all fields. They were almost universally honest, well principled, successful, amiable people. But when they got to breathing the stale miasma of the board room, many of them lost the ability to judge a matter from the standpoint of public good and fell into personal-mindedness. They were "for the superintendent" or against him. This decided their stand on every proposal.

#### *Has the Superintendent a Fair Deal?*

Wouldn't it be absurd to intimate that board members are led astray by personal likes and prejudices more than other people? To get the dross of favoritism and animosity out of government, to concentrate on measures, not men, has been the spirit of improving other forms of administration and has been so generally approved that an extension of the principle into board control will seem to fair-minded citizens commendable. This salutary limit on a superintendent's acts has become almost universal in America. He may not dismiss whatever teacher he dislikes. The extensive civil service regulations common to the most advanced school systems point to the need of a curb upon personal sentiment. Democracy has subscribed to the formula of giving to our rulers the benefits of the restraints they put upon us.

With the tendency of personal-mindedness so universally regarded as a common trait of mankind, with the present fact that every school board has the power to deprive its community of the service of men of good character who are giving the people excellent school service, isn't it the duty of citizens and school boards to protect the superintendent from dismissal, by rule and law, so long as he is giving service pronounced first-class by competent appraisers? Why, of course. There isn't any other view consistent with the theory on which school boards are maintained.

## What a Teacher Expects of Her Principal

"The first thing I shall expect of my principal at the beginning of the school year," writes Erma Pitts Pegram, county schools, Forsyth County, North Carolina, in the *North Carolina Teacher*, "is a specific detailed explanation of what he expects of his teachers. This would include the regular affairs of routine, such as an outline of the daily schedule, playground activities expected of the teachers and many other similar matters that every teacher is more or less familiar with, as well as an outline of the school objectives for the year—these objectives to be definite and attainable.

#### *Why Teachers Fail in Discipline*

"Were I entering the teaching profession for the first time I would appreciate a frank talk with my principal concerning the pitfalls of the profession. It is said that over 90 per cent of first-year teachers fail in discipline. The principal should help the teacher to avoid such a catastrophe. Beginning teachers need to be warned against having engagements with high-school or grammar grade boys. The principal by speaking frankly on these subjects may prevent an inexperienced young teacher from later losing her influence in the school.

"I would like to know something of the community in which I am to live that I may govern myself accordingly.

"I would during the year look to my principal for help and cooperation in putting across his program. After he has observed a class in my room I should expect him to be ready with constructive criticism.

"I expect my principal to be capable of judging me on the work I do by the results I obtain, these results to be measured by standard tests given at intervals during the school term.

"I shall expect my principal to create harmony and maintain cooperation between parents and teachers by averting or adjusting misunderstandings as they arise.

"I hope my principal will remember that all teachers are human beings, not mere machines.

"I expect my principal to refrain from speaking disparagingly to me of another teacher.

"I expect my principal to be the type of man who will inspire loyalty.

"Should problems of discipline arise during the school year that are beyond my control, I expect my principal to be capable of dealing with them effectively. I want my principal to exert himself to be master of his school."





*This 300-year-old English grammar school receives superior children from neighborhood towns.*

## England Faces a Significant Educational Undertaking\*

*American school administrators should closely follow the movement now under way to introduce every English child to secondary school instruction*

BY FOREST C. ENSIGN, STATE UNIVERSITY OF IOWA

A REMARKABLE development in secondary education is taking place at present in England. A movement is under way which, if it can be properly financed, will bring every English child into secondary-school instruction for at least three years, in many cases for four or more.

In America we have become accustomed to the idea of secondary education available to all who complete the elementary schools. We are the only great nation that has thus far attempted to make public secondary education available to all and free to all. Other countries continue to maintain a far smaller number of secondary schools in proportion to the population, and to permit fairly rigid selective forces to operate to limit attendance upon them to a small number of distinctly intellectual youth. In recent years we have taken a definite step towards practically universal secondary education by limiting the elementary school to six years and setting up junior high

schools, which usually absorb the seventh, eighth and ninth grades.

But in many states the period of compulsory school attendance does not apply to children beyond the beginning of their fourteenth year, if they have attained a certain proficiency in the common branches. In other states that fix the limit of compulsory attendance at sixteen, children may be permitted to drop out at fourteen or fifteen if they are to be regularly employed. Compulsory attendance upon post-elementary schools beyond the age of fourteen is the exception in our country rather than the rule. England, notwithstanding her historic conservatism, may yet prove to be the first great nation to provide for universal secondary education, compulsory and free to all.

Secondary education in England is as old as her civilization. Many of her present day famous schools were old at the time of the Reformation. Some boldly declare their existence from the days of Alfred and before. Arthur F. Leach, careful investigator, finds that there were some three hundred secondary schools, or one for every 5,000 of the entire population, before 1536. To-day

\*The author served as exchange professor in the University of Bristol, England, during six months of the year 1926-27. He had unusual opportunity to visit schools and to get into rather intimate touch with education, especially education carried on under the direction of the public. Since that time, through personal contacts formed while living in England, he has been able to keep in fairly close contact with more recent educational advances.

there are 1,473 secondary schools in England recognized by the board of education as "efficient." This includes the public schools (a term most confusing to an American, for they are not public at all in our sense), the ancient and newer grammar schools, some 324 boys' day schools, 285 girls' day schools and the recently organized mixed schools, most of them municipal schools readily comparable to the American high school, but does not include the 700 or more private preparatory schools whose business it is to fit boys of ages eight or nine to thirteen for the greater secondary schools, though in their later years most of the subjects in the curricula would be regarded by us as secondary in character.

*English Secondary Schools Are for the Few*

But the English secondary schools, with their 360,000 pupils, are not designed for the masses and scarcely touch the modern educational needs. They are class schools. Originally, education in England was intended to foster and develop an intellectual governing class. This the secondary schools have accomplished excellently, especially for the last half century. The English secondary school is a place often of throbbing vitality, well staffed, sufficiently well equipped, comfortably filled with the sons and daughters of the elect of the kingdom—as fine a lot of youngsters as any lover of youth could hope to see. But they are mostly drawn from the upper, favored classes, representing but 15 or 20 per cent of the people.

With the exception of about thirty, all secondary schools in the land charge tuition fees rang-

ing as high as \$300 per year, but averaging more nearly \$75. It must not be forgotten that at present, in all the grant earning or state aided secondary schools, a varying number of places must be maintained, tuition free, for the brightest children from the public elementary schools, but throughout England as a whole, only about 9 per cent of the élite of the elementary schools are transferred at the proper age—about eleven years—to secondary schools.

The present secondary schools of England meet the traditional demands of the realm fairly well, but for her modern requirements the system is quite inadequate. England, including Wales, but not including Scotland, is practically equivalent in area to New York State. She has about the same number of schools that may be classed as secondary, as that state maintains, and she has in them approximately the same number of children. But these children are drawn from her population of forty millions, while the population of New York is only about eleven millions.

*Children Over Eleven Years to Benefit*

It is now proposed to close the elementary training of all children at about the age of eleven, and for the remaining years of the compulsory period, which is to be extended to the age of fifteen, let them continue in "post primary" or secondary instruction. It should be understood that this change would not affect to any appreciable extent the existing secondary schools, at least not for some years, or the great body of preparatory schools leading up to them. The im-



*The Girls' Central School, Stroud, England, where courses in business procedure are offered.*



mediate modification required will fall upon the public elementary-school system and will affect directly all children in the schools who are eleven years of age and above.

Since the year 1911, when the London County Council set up its first central school, there has been a gradual movement in the direction of a modified curriculum for the superior pupils left in the elementary schools after the very superior have been creamed off and carried away to the free places in the secondary schools. Since the war, the central schools have developed more rapidly, so that now there are about seventy such schools, mostly in the larger cities. These would appear to an American very similar to junior high schools, except that nearly always there is a pretty definite commercial or industrial tendency, especially in the upper years. Briefly, the selective central school is a school taking over from a group of elementary schools the most intelligent children, after the secondary-school scholarships have been filled, giving them a more generous curriculum under better trained teachers and under more favorable conditions than those found in the elementary schools.

In all the central schools, as in the rest of the public elementary system, tuition is absolutely free. The selection for the central schools, as for secondary, is made at about the age of eleven, and in general only such children are transferred to this distinctly superior type of instruction as, through their parents, can promise to continue in school until they are fifteen, thus ensuring to them four years of richer life in what, in all but name, are secondary schools. While there are as yet but few of these so-called central or higher elementary schools, several progressive cities and towns have divided the standard elementary school, usually offering a curriculum of eight years, into a junior and a senior school, the latter taking the youngsters when they are about ten or eleven years of age, introducing them to a somewhat more generous curriculum and suiting the instruction to the needs of adolescence.

#### *England Awake to Educational Values*

Thus the central school and the nonselective senior elementary school have been pointing the way toward a still sharper and more general discrimination between primary and postprimary or adolescent education.

Since the War, notwithstanding the terrible financial burden it left, there has been developed in England an almost passionate interest in education. The universities, old and new, are crowded. Many additional secondary schools, both municipal and private or semiprivate, have

been established, and as many as 300 additional private preparatory schools have sprung up.

But men of broad vision have seen that the most pressing problems of education have to do with the more adequate training of the five or six million children in the public elementary schools. Each year some six hundred thousand of this great army attain the age of fourteen, and are pushed out into industry where they compete for employment with adults of whom more than two million are constantly idle and have been able to exist for the last seven or eight years only through a kind of government insurance familiarly known as the "dole."

#### *Hadow Report Is Significant*

To the leaders in educational thinking the experiment with central and departmentalized elementary schools suggested a method of procedure. The consultative committee of the board of education, a group of men in whom the entire nation has great confidence, set themselves to the study of the problems involved, and the result, the Hadow Report, issued by the board in 1926, is, in my judgment, one of the most significant studies published in England in the present century.

In its preliminary studies in preparation for the report, the committee made a reasonably thorough study of education in all countries where prevailing conditions are at all comparable to those in England. The weaknesses and strength of the English system were carefully analyzed, definite objectives were set up and the kinds of training best calculated to enable these objectives to be attained were considered in detail. Since the report was published, the newspapers, led by the *London Times*, have given unnumbered pages to some of its most important suggestions. Costs, teacher supply, teacher training, probable social and economic effects of the proposed change, all have been submitted to careful scrutiny, and, in characteristic English fashion, questionable points have been thoroughly ventilated in countless debates. In all this the practical business man has listened to the expert with a degree of respect extremely refreshing to the American fortunate enough to be admitted to some of the intimate discussions.

Briefly, it may be said that the proposed plan will introduce all children who have passed the age of eleven, to secondary-school instruction. It is apparent, then, when the small number now in secondary schools is considered, that England is facing a stupendous undertaking. Under present conditions of school population, about six hundred thousand children who reach the age of eleven each year will require the additional hous-





*Field day sports on the banks of the River Avon. Each boy in the race is the sole representative of his school.*

ing, equipment, instruction and playgrounds attendant upon adequate secondary education. It is true the problems involved appear somewhat less formidable when it is remembered that so rapid is the fall of the English birth rate just now that by 1930 the number of children reaching the age of eleven seems likely to be reduced by 20 per cent.

It is the intention to have the new secondary schools, which will probably bear the name "modern schools," of widely varying types, so as to offer training adapted to the needs, present and future, of the youth. The proposed program will not affect seriously the present secondary-school system. The socially elect will continue to attend these great institutions from which an ever increasing proportion will advance to the universities. There seems to be no direct connection between the proposed movement and higher education. But the student of American educational development during the last quarter century could assure his English brethren that any movement that brings large numbers of children under secondary instruction is certain to be reflected after a time in increased attendance upon technical and higher schools.

The best energy and thought of those interested

are being given to the immediate problems of the postprimary education of those great hosts who must determine the economic strength and the social virtues of the English commonwealth. Back of this entire movement is the distinct belief on the part of the English statesmen that her future depends upon education. The present movement really took form during the War, and provision was made in the Fisher Law for a radical modification of elementary and secondary education. The measures proposed at that time could not be carried out because of lack of funds, but the government, despite some reactionary tendencies, has continued favorable to an advancing program.

#### *Over 200 Schools Already Affected*

The present ministry, stimulated by the Hadow Report, and by a unity in educational spirit never before approached in England, is doing all in its power to bring about the proposed changes. Already more than two hundred schools have been modernized, large elementary classes have been divided, curricula have been radically improved, and nearly 4,000 additional teachers have been assigned to new classes. Undoubtedly the leaders have been profoundly influenced by the development of education in North America, both in the

United States and in Canada. But it is proposed to go even farther than either of these countries has gone, and to require the attendance of every child from the age of eleven to the age of fifteen upon postprimary courses, which are reasonably well adapted to the highest interests of the individual. Thus the state is to be served socially, politically and economically.

It will be a wholesome thing for American administrators to follow closely the development of the "modern school" in England. Originally we borrowed our educational procedures from her. Lately she has profited definitely through some of the techniques growing out of the wealth of experimentation that has characterized our educational laboratories for nearly two decades. Now she is putting under way one of the most tremendous experiments in the interest of youth that has been undertaken by any people since the principle of free, compulsory, public education gained recognition in the United States in the second half of the last century. Perhaps we who have so long cherished in just pride our splendid high schools, open and free to all, have yet an important lesson to learn from the "modern school" of Mother England.

### French Educator Opposes Early Study of Mathematics

A child should not enter upon a study of mathematical science before he is 10 years of age, and all children have the ability to carry it on with profit after they are 14, according to an article by M. le Chatelier, of the French Academy of Science, appearing in the *Revue de l'Enseignement Secondaire des Jeunes Filles*.

All teachers do not realize that there is a vast difference between teaching scientific and literary subjects. Gaps may appear in the course on the literary side; the child can pick up the work later on, and no harm be done. But without mastering arithmetic, one can do nothing with algebra, and without algebra, analytic geometry and physics would be quite out of reach. It is said of a child that he has no talent for scientific studies when he has not been well grounded in the lower classes and for that reason alone he finds the obstacles in his path too great to conquer.

The first principles that must be thoroughly understood before the pupil leaves them should be limited to the essentials. In arithmetic, for instance, they are addition, subtraction, multiplication and division of whole numbers and decimals, and work in fractions. These fundamentals lay the basis for the development of the reasoning

power in two ways, equally interesting, the solution of problems in proportion and those in mensuration of objects that are known or can be adequately represented. Great care should be taken not to begin too early the processes that require reasoning. They should never be begun before the child is 10 years of age as at an earlier age the child's reasoning powers are undeveloped.

### Higher Arithmetic Rating in Large Rural Schools

According to a government bulletin, based on a survey of the schools in Kansas, Kentucky, New York, Virginia, Oklahoma and Texas, the variation of arithmetic ability between comparable groups of pupils in the large and in the small rural schools amounted in several instances to a year or more of progress in the large rural schools.

A comparison of scores made in the two types of rural schools reveals the following: Arithmetic scores made in the large rural schools of Kansas and of Kentucky indicate that fifth grade pupils of these schools in the former state were one year and those in the latter two years in advance of pupils in the one-teacher schools of the respective states; seventh grade arithmetic scores made by pupils in the large rural schools of Kansas and New York, and third, fourth, fifth and sixth grade scores for pupils in Virginia were higher in each case than the corresponding scores in the next higher grades in the one-teacher schools of the respective states.

The difference in arithmetic ability between comparable groups of pupils in the large and in the small rural schools is significant in most cases. Results of studies made thus far furnish convincing evidence that pupils make more rapid progress in mastering the fundamentals of arithmetic in large rural schools than they do in one-teacher schools.

### Day-Unit Plan Used in Teaching Agriculture in the South

A method of teaching agriculture that is used extensively in the South is known as the day-unit plan of instruction. The plan includes a day class for school pupils and an evening class for parents, meeting one period a week for ten weeks, and taught by a Smith-Hughes teacher of agriculture. The purpose is to teach improved methods of agriculture and farm home practice. The plan was recently tried in Ohio, in the Claysville, Guernsey County, schools.



# A Sociologist Discusses the Problem of the Married Woman Teacher

*Will free and approved employment of married women as full-time teachers tend to harm American family life, especially from the standpoint of eugenics?*

BY DAVID SNEDDEN, PROFESSOR OF EDUCATIONAL SOCIOLOGY, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

IN THE NATION'S SCHOOLS for September and October, 1928, Charles E. Reeves, professor of education, Elmira College, Elmira, N. Y., reviewed prevailing practices of school boards in admitting or excluding married women from employment as teachers. He seemed to reach the conclusion that generally such restrictions on employment are "traditional" and unjustified.

In the December, 1928, issue of the same magazine, Floyd T. Goodier, superintendent of schools, Chicago Heights, Ill., discussed a few of the complicating factors involved in any general employment of married women as teachers.

It seems to me that these writers and other commentators on this subject in recent years, have not touched on the central issues involved.

## *Problem Has Many Phases*

The problem of the employment of married women as teachers in schools has many phases, of course, but the one suggested in this paper does not yet seem to have received adequate consideration, although it may well prove to be the most important of all. Its significance can best be brought into prominence through a series of propositions which may be regarded either as postulates or hypotheses:

1. School boards, superintendents and private school heads are employers of teachers.

2. Employers of teachers, like all other employers, may be divided into two classes—the rigidly practical, Type A, and the socialized, Type B.

3. Type A employers in their more extreme forms consider the employee only as a means to production. They give the least possible wages, the least practicable hygienic facilities, and they discharge the worker just as soon as he can be replaced by someone a trifle less expensive to the employer. Such employers have little or no regard for the sensitiveness of workers, their family circumstances, the conditions that in the long run make for their larger loyalty and good service, not only to the industry but to the economic and

cultural societies in which both employer and employee have membership.

4. Partly socialized employers are essentially humane employers. They grant leave for sickness, encourage the employees with occasional praise and other forms of recognition, provide rest rooms for women, contribute towards retirement allowances, contrive special assignments for partly decrepit workers and avoid to the last the harsh penalty of discharge. Often such humane consideration proves economically profitable in the long run through the superior morale thus developed.

Governing boards of colleges, schools and city school systems have in recent years been somewhat behind the best but far in advance of the worst of private corporations in respect to these forms of socialized employment.

5. Fully socialized employers, Type B, are not only humane employers but they also give consideration to many of the social consequences of their employment policies. They refuse to employ very young workers even when this is legal, because of probable bad effects on schooling, growth and other conditions that help to develop fine men and women. They refuse to employ women to do work that might prove injurious to them. They provide school facilities for their employees, even though no economic return for this is in sight. They choose employees with American standards of living instead of recent immigrants, even though this policy is not always the most economical. They give preference to men with families rather than to itinerant single men, partly because thus the best community life may be built up.

## *Who Should Be Given Preference?*

6. Boards of education administering public-school systems have always had a few problems confronting them along the line of the larger social values suggested in the previous section. Should they retain elderly teachers when younger teachers might give better or cheaper service?



Should they employ "home-reared" teachers in preference to those offering to come from outside the community? Should they prefer married men to single men and single women to married women, and for what reasons?

Social scientists recognize that there is a rapidly growing tendency in America for persons of the more ambitious classes to lower, voluntarily or involuntarily, their fecundities. This is carried on to such an extent that the stock in these classes is not even maintaining itself.

#### *Tendencies Are Deep-Rooted*

That such "stirpical" tendencies are deep-rooted in prevalent cultural ideals and valuations is indicated by (a) the high rate of celibacy among American women of superior cultural rearing and education; (b) the rapidly increasing proportions of married persons who apparently voluntarily refrain from having children for some years after marriage; (c) the intensification of desires for superior possessions and comforts, arising not only from modern commerce, advertising and high pressure salesmanship, but also from scientific advances which add to health and comfort.

The school board and superintendent of Blank City desire to serve society as highly socialized employers. Among the problems confronting them are those confronting every school authority in regard to the employment of married women as teachers. Extended consideration of these problems will result, it is suggested, in the formulation of the following guiding principles:

1. The family of children, moderate in number, well nurtured, culturally, morally and physically well cared for and supported by the joint labors of two parents, is one of America's institutions most to be cherished by custom, religion, government and all other available forms of social policy.

2. Widespread tendencies, especially pronounced among people of superior intelligence, continue steadily in the direction of the exercise of such control, foresight and efforts as will result in "normal" families of from three to five children to parents of normal qualities, in order that these relatively few children can be given a satisfactory start in life.

3. But if societies are to be kept wholesome on the basis of "normal" families, sound social policy requires that the largest practicable proportions of normal men and women participate in the rearing of such families—otherwise superior stocks undergo "stirpicide," the selfish ones get more than their share of the material things of life, disorganization results, and biologically

and culturally low-class parenthood multiplies its fecundity.

4. Many conditions of present day American life are hostile to good family life. Migratory conditions of much labor constitute one of these adverse situations. Prevalence of sexual vices is another. Perhaps weakening bonds of religion is a third. I believe that "herd-mindedness" made possible by urban conditions is a fourth. The physical incapacities of delicately reared women is certainly one of no small magnitude. The ambitions for careers other than family rearing cherished by many women during years of strong maturity, is another significant factor. Others could be ascertained through careful sociological study.

5. But, undoubtedly, the most serious foe of family life among superior stocks in America today is the luxurious standard of living. Large proportions of Americans crave elaborate dress, travel, automobiles, comfortable apartments, good dinners, books, music and leisure. For these they will sometimes sacrifice marriage and for these married people will often sacrifice parenthood. Sometimes it is not so much luxurious living as a successful career that impels aspiring young persons, at first temporarily as they think, but at last irrevocably, to sacrifice the rearing of children. Very probably careful inquiries would show that college professors of all but one type are, along with army officers, the least fecund of the highly schooled classes of America.

#### *"White Collar" Workers Blamed*

6. More broadly, it is almost certainly the "white collar" men workers of America—those having, in the parlance of a former day, "champagne appetites and beer incomes"—who are now encouraging race suicide. It is improbable that the proportion of married men needing the aid of a wife's earnings to round out the family income is increasing among Negroes, skilled artisans, factory workers (not excluding even recent immigrants), farmers, merchants or engineers. But it is certain that such proportion is increasing among bank clerks, counter salesmen, high-school teachers and those following other vocations where women now compete on nearly equal terms with men, and where, indeed, women tend steadily to replace men. It is among this group that young married couples try to "eat the cake of marriage" and yet avoid the responsibilities of rearing children. Yet these "white collar" workers probably represent superior heredity in their stocks, and would contribute to our superior population if they had not been half or wholly sterilized by artificial culture and sidetracked into

excessively respectable but otherwise unremunerative vocations.

7. Already socialized employers have learned that they should not contribute to the impairment of the health, morals or educational opportunities of workers by countenancing undesirable employment conditions. Is it not of equal importance that they should not contribute to the family sterility of workers? Does not any employer who offers tempting employment to a married woman under forty years of age potentially contribute thereby to the impairment of fecundity of superior stocks among Americans?

#### *Many Complications Involved*

There are, however, many complications involved in any general social program connected with the wage-earning employment of married women outside the home.

Some persons contend that the question of whether married persons shall take responsibilities for the bearing and rearing of children is fundamentally a private and personal one with which the state, religion or larger social customs should have no concern.

The student of social history, however, knows that similar positions have been taken at all stages of social evolution with regard to every social relation involving children. We are familiar with such statements as: "It is entirely our own private concern whether our relations with persons of the opposite sex are socially sanctioned by marriage or not." "Divorce is only the concern of the individuals themselves." "Abandonment (exposure) of children is only the concern of parents." Don Juan has never wanted to be paternally responsible for the care of the children he has begotten. Until recently many parents have bitterly resented the intrusion of the state into control of the gainful labor of their children. Governmental obligations imposed on parents to send children to school have similarly been resisted. Deserting and divorced husbands fight obligations to pay alimony. Devotees of peculiar hygienic cults resist fiercely the intrusion of community or state into the nurture, healing, vaccination or child marriage of their offspring.

The unquestionable sociological fact is that societies in their collective activities have through the ages become increasingly solicitous of all that pertains to sound race or stock perpetuation. Through customs, conventions, religious sanctions and scores of legislative and police power controls, these societies regulate the relations of the sexes, the care of children and extra-household conditions that might impair effective family life.

Naturally societies encounter many difficulties

in making the collective will felt in the more obscure areas. Ordinarily, good citizens cannot distinguish between voluntary and involuntary sterility of the married, hence they usually give credit for "good intentions." Ordinarily, it has been assumed in the past that the excessively large family was something over which parents had no control. If the father seemed to be doing his best to support his family, but that "best" required to be supplemented, he was not blamed if he permitted his wife to become a wage earner, although the resulting condition was far from good for the children.

Enlightened public opinion in the United States exhibits in fairly pronounced form the following attitudes toward wage earning by different classes of married women:

1. It is considered highly desirable that after marriage women should restrict themselves to work in the home and to the rearing of a normal family, the husband being sufficiently successful to assure a sufficient income to purchase all supplies and to accumulate some savings.

2. It is accepted, but without approval, that large proportions of married Negro, French-Canadian and recent European immigrant women will have to work for wages, and it is accepted as unavoidable that their family life and especially their children's health will suffer in consequence. But it is also commonly assumed that perhaps these persons can somehow better endure these conditions, at least for the first generation, than can Americans.

#### *Widowed Mothers Expected to Work*

3. Widowed mothers and others for whom "family economic integrity" has been broken by desertion, invalidism or imprisonment of the husband are expected to work for their children, a hard situation somewhat mitigated by charity, and in process of slow relief by the granting of widows' pensions. These married women workers are respected, encouraged and pitied, and the fate of their children is especially deplored.

4. Married women whose children are well grown have public approval if they go to work, although they are begrudged, probably unjustifiably, the openings that "should be kept for women who really need jobs."

5. Actresses and other artists, as well as some other women of rare talents, seem to be exempt from the close application of community mores as regards gainful employment, as they are in so many other respects.

6. Recognition has been given to the fact that a fairly constant proportion of married women are naturally sterile, and that home-keeping for



a childless wife must almost necessarily be a meagre and unsatisfying career. But, since public opinion cannot distinguish voluntary from involuntary sterility, the lot of the naturally childless or subnormally fecund wife is apt to be an unpleasant one.

The social sciences and the histories of peoples abundantly prove to us that in their early stages all considerable advances in human cultures, co-operations and enterprises are necessarily experimental, no matter how staunchly they are supported by the faiths of their promoters.

Hence there are abundant grounds for holding that the advanced or highly modern social valuations analyzed in the previous section are in part good and in part bad, judged in terms of their remoter if not immediate effects upon human welfare.

#### *Larger Social Valuations*

I submit that to those persons who combine fairly full measures of the social insights which the best of our social sciences can now give us, with such expanded socialized appreciations of human well-being as take at least as much account of that well-being of future generations as our best interests in conservation of natural resources show, the following seem to be fairly valid anticipations of the larger social valuations men of good will should hold and strive to have generally realized.

1. The most valuable asset toward the superior civilization that shall endure long among any people is a relatively large proportion of social elements—individuals, family sequences and other aggregations so placed as abundantly to transmit their natural qualities.

2. The most profitable enterprises that any civilized society can undertake towards its prolonged well-being belong in the realm of human stirpiculture which deliberately seeks to foster stocks exhibiting superior strains, as these can now best be evaluated in terms of the social sciences.

3. The most evil self-generated fate that can overtake any civilized society is prolonged stirpicide of hereditarily superior elements in the population.

4. In America stirpicide of superior hereditary elements is now being extensively practiced, and there are not a few indications that such practices may greatly increase in the near future, unless offset by high types of corrective public opinion.

5. The greatest single causative factor in American stirpicide of superior hereditary elements is now of neither patriotic nor religious

derivation. It is essentially sumptuary. It consists of a variety of abnormal devotions to exaggerated standards of comfort, devotions that impel large numbers, especially of the sensitive, refined and imaginative types, to sacrifice stock perpetuity, mature long-term self-realizations and social fulfillment to the relatively meretricious values of present indulgences, immediate successes, and "keeping up with the Jones'."

6. The next greatest cause of stirpicide among superior American stocks is doubtless a variety of physical inadequacies among cultured women—inadequacies to the strains of gestation, parturition and lactation, which are almost certainly the products of overartificialized environments, such as eye-strain, arch troubles and nervous disabilities.

Superior eugenic values in societies are affected adversely or favorably by many conditions, some of which are due to political, others to religious, and still others to sumptuary factors. For example:

1. Governments may so control immigration (which is relatively easily done) or emigration (which seems much harder) as to build superior stocks locally.

2. Governments may so control warfare as to reduce to low proportions superior stocks, destroyed in conflict before leaving optimum numbers of progeny behind.

3. Governments may so enslave, oppress or otherwise handicap inferior stocks as to prevent them from perpetuating extensively, practices or neglects now held odious, of course.

#### *Regulate Wealth Inheritance*

4. Governments may so regulate wealth inheritances and conditions of patrimony as materially to encourage or to discourage full-scale racial perpetuation by those hereditarily superior stocks that have already reached fairly high standards of living.

5. Governments may by systems of taxation, by requirements of military service, by political actions toward economic production, by compulsory school attendance and by labor legislation substantially affect sizes of families, survivals of children and emigration or immigration of inferior or superior stocks.

6. Religious systems, through celibacy, attitudes towards childlessness, late or early marriage, contraceptive practices, prostitution and the like, greatly affect eugenic conditions.

7. Highly socialized employers may by enforcement of a variety of standards encourage and promote superior family life among their employees.



# La Crosse Launches an Experiment in Teacher Training

*An opportunity to gain practical knowledge of school problems should be afforded the embryo teacher who should be given close contact with conditions of school life as the teacher knows it*

BY EMERY W. LEAMER, DIRECTOR OF TRAINING DEPARTMENT, AND JEAN F. ROLFE, DIRECTOR OF COURSE FOR ELEMENTARY TEACHERS, STATE TEACHERS COLLEGE, LA CROSSE, WIS.

SCHOOL superintendents, principals and others engaged in the improvement of instruction in the schools will always be interested in any plan designed to improve the product of teacher training institutions.

The experiment described in this article is an attempt to improve the output of a particular school. It may suggest changes that will lead to the improvement of the output of other teacher training institutions. The experiment has been inspired by school men who have been willing to express themselves freely, sympathetically and constructively about the product of teacher training institutions; by graduates from teacher training institutions scattered over the country, who were so kind several years ago as to cooperate with one of the writers in a study he was making at that time; by faculty members who have been willing to cooperate in a program looking toward better teachers, and by our president who wants and expects a forward-looking and progressive program in teacher training.

Before this experiment was launched, we set up several major objectives that we felt should be sought in a good teacher

training program and that we hoped eventually to realize in this experiment. These objectives were:

1. The development of the "teacher attitude" at the beginning of the training period. It has been our observation that many students do not become serious about their work until the question of placement comes up. Then it dawns upon them for the first time that superintendents want teachers with certain qualifications from the standpoint of scholarship, teaching ability and character. Many principals complain that the "teacher attitude" does not develop in the young teacher until after several months of work. Furthermore, it is not enough to develop in the student the teacher attitude, it is equally important that faculty members view each of these young persons as a teacher rather than as "just another student."

2. The development of an attitude of personal responsibility through a program by which the student will discover for himself the following: (a) his weaknesses in the fundamental processes—spelling, handwriting, language and numbers; (b) the field of subject mat-



*Instruction in health and play is considered important at La Crosse.*

ter that he needs to know; (c) the problems that confront teachers in presenting this subject matter; (d) the difficulties teachers meet in dealing with pupils in other relations than a subject matter one; (e) what teachers have done to meet the difficulties or to solve the problems with which they were confronted.

3. To hold the development of the student's personality of greater importance than subject matter to be memorized, principles of teaching to be learned, theories of education to be repeated glibly and practice teaching that is automatic and mechanical. The student, not the subject, must be the vital point of consideration.

4. To organize the activities of the students around the theory of experience—procedure—principle, the typical child way of learning, rather than by the traditional procedure, principle—procedure—experience, the way the adult or the trained expert attacks his problematic situations.

#### *Are Theories Put Into Practice?*

This objective, as well as the others already stated, brings to the fore not only important issues in a teacher training program, but also crucial ones. Does learning take place by proceeding from the concrete to the abstract? If this is the sequence, can we really say that concrete experience can be given students in a theory class where there is no contact with or observation of the situation under discussion? To be specific: Are we sure that a discussion of individual differences in a classroom without a picture of an actual teaching situation in mind carries over and assists the student when he comes to his own teaching problem? To make this principle concrete, must the student himself discover through first-hand contact with children the fact that the principle of individual differences not only exists but also affects the program of the school, the method of teaching and the selection of the materials? What evidence can be presented to show that theories talked about in professional classes are used by students when they come to a teaching situation? Those who teach the so-called theory classes and later have the opportunity of observing the student attempt to carry out what he learns, become rather pessimistic over the transfer.

5. To organize a series of observation lessons, participation exercises and practice teaching units in such a way that they will represent the "core" of the student's experiences. All professionalized subject matter courses and all theory courses will then be carried on to help the student understand schoolroom situations that he has actually seen and sensed rather than to help him understand

some hypothetical example set up by the instructor of the class. We aim to develop from this series of activities an intense motive for study. The responsibility for motivation in all other courses taken by the student is on the persons responsible for the organization of the activities called observation, participation, teaching. It is not on the person giving the subject matter or theory course.

6. To keep before the student a picture of a real teaching situation, the best being the one where he is likely to go as teacher after graduation. The student is to evaluate all the work he does in the teachers' college in terms of what his needs will be when he gets into his "real position."

Objectives 1, 4 and 5 and 6, raise the question, "Where?" Can these objectives be realized in the case of students training to be rural teachers when the training period experiences (observation, participation, practice) are given them in a city school system? Can these objectives be realized in the case of students who will teach in schools where the teachers handle two and three grades when the training period experiences are given in a city school system? Can these objectives be realized in the case of students who will teach in the smaller high schools, when the training school experience is given them in a large metropolitan high school? Finally, are the training departments of the teachers' colleges so organized and administered as to offer students in training opportunity to see a school operating similar to the one where the student will later go as a teacher?

Whether we realize Objectives 2 and 4 will depend in a large measure on the content of the outlines and other directions given to the students before and during the observation periods. The content of these outlines will be changed as the experiment proceeds.

Objective 3 will be realized partly by the administration of the class or group activities of the student and then by means of extra-class activities.

#### *Practice Teaching Is Needed*

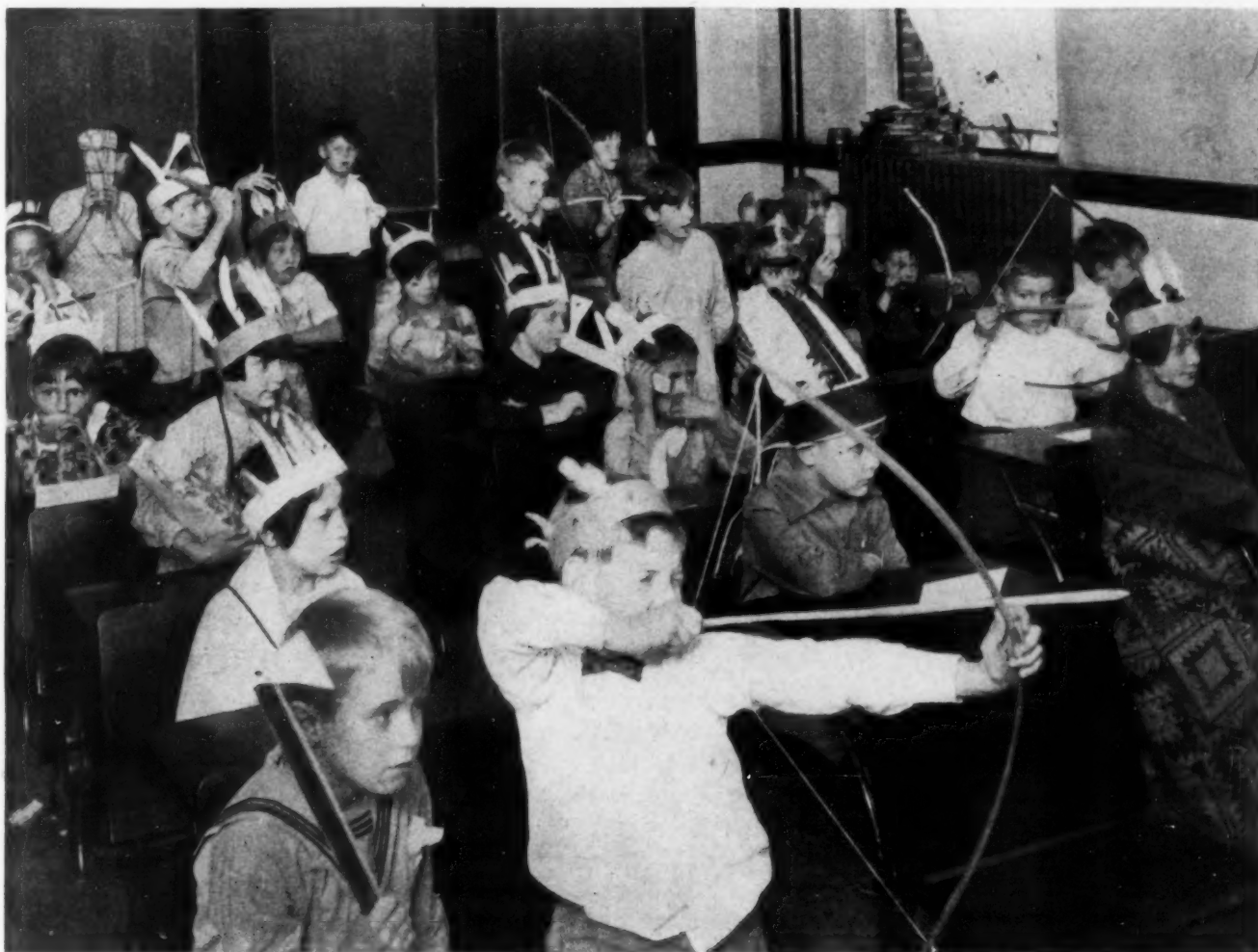
In preparing a program to carry out these objectives, our first decision eliminated the training department as the place to give a young student a view of the actual work of the teacher. Regardless of what is written in catalogues and regardless of the administrative policy of those in charge, a training department at best can only approximate typical educational situations. Few training schools to-day are large enough to take care of the practice teaching demand alone in an adequate fashion. The maintenance of a training

department with a sufficient enrollment to furnish classes of normal size for instruction by students in training is a serious problem in many teachers' colleges. Many of these schools have been able to build up a prestige in a community and therefore draw their children from homes where the environment is above the average. On the other hand, we hear occasionally of the training department being the "problem" school for the community.

As a rule the equipment in training depart-

ments where the critic has repeated her work so often that it has become a routine matter with her. Typical school problems do not appear under the conditions cited above.

In place of using the training department of the teachers' college for the purpose of bringing students into contact with real educational problems, we decided to work out a program of visitation to the schools near La Crosse and in the territory from which most of our students come. The principals of these schools were visited and



*First grade dramatization is treated as a vitally important subject in the early training of the pupils.*

ments is much more complete and elaborate than is found in most of the schools where the graduates go. The critics and the students have so much more with which to work that they are not annoyed by certain problems that confront the teacher in a poorly equipped school. Observing an expert teacher, with practically every form of educational material at her disposal, with children much above the average in mentality and in home environment does not give the novice in education a view of conditions as she will find them, or of the problems for which she must make preparation. Then, too, there are many cases in training

we laid before them the program we wanted to try to carry out. In several instances, it was necessary to present the plan to the principal by letter. The proposed plan for the experiment was received enthusiastically by all. It should be said here to the credit of the principals interviewed that the full significance and total possibilities of this program as it affects the teachers' college in its training program and the schools cooperating in the program, was not entirely realized until after the principals were drawn into the experiment. We were mainly concerned with the plan as it would be of benefit to the teachers' col-



lege; the principals were concerned with its benefits to them in their work.

After securing the hearty cooperation of the principals in the schools, the other major problem was the formulation of proper outlines or guide sheets to direct the observation of the student. Since it was impossible to supervise the students' visiting, it was necessary to make outlines that would direct their attention to the problems we wanted them to see and to know were ahead of them as teachers.

#### *How Observation Was Directed*

The first outlines were planned for a two-day visitation period coming at the end of the second week of the Fall term. According to this program those students who had enrolled in the teachers' college for the first time would be out in the schools spending two full days coming in contact with a teacher in the field and with her problems.

The first outlines were designed to realize Objectives 2 and 4. One of the exercises in the first outlines directed the student's attention to the problems of lighting, heating, ventilation, school decoration, furniture and physical equipment. This was then followed by this question, "To what extent does the teacher determine the location and use of each of these elements in the education of the child?" In order to get the student to check on her own knowledge, the next question was: "Can you imagine situations arising in a school

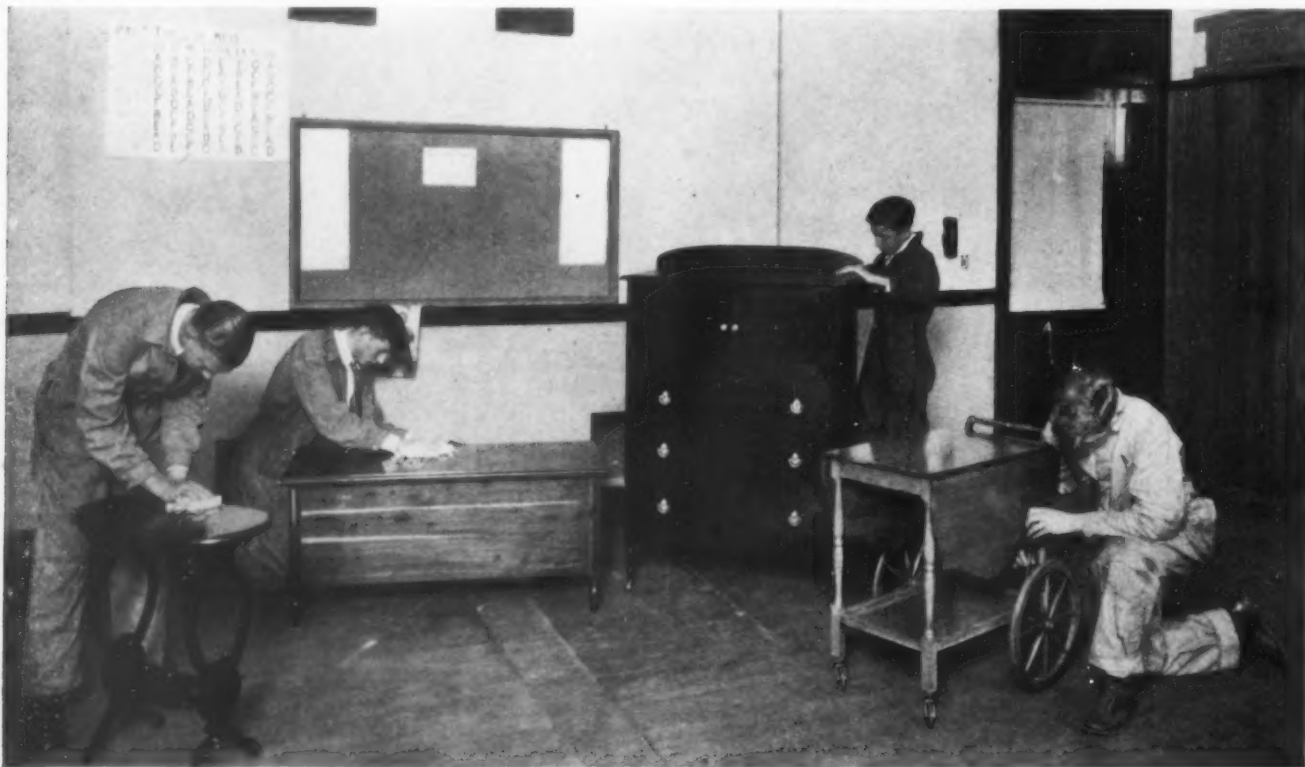
in connection with the above items where, if you were the teacher, you would not know just what to do? Make a list."

The following exercise was planned to satisfy Objectives 1, 2 and 6. Ask the teacher after the first day for a little time to talk with her. In this conference get the following information: (a) What problems were the most difficult for her when she first came from the teachers' college? Make a list? (b) To what extent were these difficulties due to lack of proper training while in the teachers' college? (c) How did she overcome these difficulties?

Another exercise on which the students wrote reports based on their observations was the following:

Make a list of duties, jobs or chores that this teacher had to do every day in connection with her work, either before school, after school had taken up or during the recitation period. Which of these were simple enough that you might have done them for her?

On the Wednesday before the first visitation we took advantage of the situation and discussed professional ethics with the class. This was carried on in the form of class discussion rather than by a lecture given by the instructor. The following points were considered: the first thing to do when going into a school to visit; how to meet the principal; what he will probably do with you; value of this experience of meeting the principal;



*Products of the shop indicate the ability and interest of the young workers.*



*Arithmetic is more readily learned over the grocery counter than from figures on the blackboard.*

need for the experience of meeting people; function of the principal in the school; relation of teachers to the principal; relation of the student to the principal (the students were told that the principal had full authority over them while they were visiting in his school); what one should do and what one should not do as an observer; gossip—talking about conditions that were observed; develop habits of courtesy; express appreciation to teachers and principal for what they are doing for you.

In most training colleges the problems mentioned above are talked about in class. Little serious consideration is given to such discussion since it does not have immediate value. In the case of the students working in this experiment, meeting a principal was no imaginary experience to occur in the distant future, it was to be a real experience within the next few days. In most cases the principals were strangers to the students who were to visit their schools.

#### *How Students Were Assigned*

In assigning students to schools, the following points were kept in mind:

1. It was assumed that the student would go to his home during the two-day visitation period and go from his home each day to the school selected for visitation. In the case of students living too far from La Crosse to go home and in the case of students working, assignment would be made to a room in the city schools of La Crosse.

2. Students would not be assigned to their home town school. To develop the "teacher attitude" we felt that a student had to be in a new environment. This attitude could not be developed in an environment where all the associations made recalled high-school experiences.

3. Students were to select schools near their home town or in towns easily accessible from their home.

4. At no time was more than one student to be assigned to any one teacher for any two-day period.

5. One-half of the class was assigned to observe on Thursday and Friday and the other half on Monday and Tuesday. Since most of the group were taking the same subjects in the college, the work missed by those observing on Thursday and Friday was repeated for them on Monday and Tuesday while the other part of the class was visiting.

When all the students had returned from the two-day visitation the members of this class, seventy-two in all, were divided into committees for the purpose of going over the written reports of the students and making summaries. The individual reports were written up in such a way that the material could easily be divided on the basis of the different topics and placed in the hands of one committee for examination. Each committee worked out a report on the summarized findings of the entire group.

The committee organization of class work was

adopted for examining this material for two reasons, first, it was an economical way of summarizing and compiling reports around a single topic; second, it was a way of realizing Objective 3. Through committee work students get the experience of cooperation in a group enterprise, of interchange of views, of evaluating materials and of assumption of responsibility.

#### *Subjects Covered by Reports*

Since the beginning of the school year committee reports have been received on different subjects as follows:

1. Problems most frequently met by young teachers, compiled from statements made by teachers visited. These statements were from the actual experience of the teachers visited.
2. Causes for the problems named in No. 1.
3. Ways in which the teacher went about solving these problems.
4. A list of the most valuable courses the teachers visited had taken in the teachers' college.
5. A list of the courses the teachers visited had taken that did not function very much in their work.
6. Duties the teachers visited perform daily as a part of their regular routine.
7. Facts every teacher should know about heating.
8. Facts every teacher should know about lighting.
9. Facts every teacher should know about ventilation.
10. Facts every teacher should know about schoolroom decorations.
11. Ten outstanding qualities most valuable to teaching success, based on those possessed by the student's most admired teachers.
12. Qualities superintendents look for in teachers. A report based on a study of forms used by superintendents to collect information concerning candidates.

Whether the experiment to date has been worth while from the students' standpoint is shown best by the reactions of the students to it. In order to get an expression from the group, each one was asked to write on a card the name of the school visited, the name of the principal, the name of the teacher and the grade visited. Then they were asked to write on the back of the card any particular feeling they had concerning this visitation.

The following are some of the statements recorded by the students:

"I consider that the two days I spent visiting were worth more to me than that time spent here in school."

"I got an altogether new idea about school and about teaching. I looked at things from the teacher's viewpoint rather than from the student's viewpoint, as I have done before."

"I think it was a splendid idea, as do all the teachers at Mauston with whom I talked. They said they wished they had had an opportunity like it."

"I think I gained much from this observation which I couldn't have gained if I merely observed in the model school."

"I went away from the school desiring to become as good a teacher in every respect as the one I observed."

"I put in two full days observing and I was sorry that it couldn't have been longer. I feel that it benefited me more than a whole week of school work."

"I think this visitation was a good thing, because I never realized what I really had to do as a school teacher before this visit. I think we will get more benefit from the subjects that we are taking here than some of the other students have received from this college."

"I certainly would like to do this type of visiting again and at the same place."

"I think that this observation has done me worlds of good because I have decided that I'll like teaching and that it is my calling."

"I enjoyed observing very much and am waiting anxiously for the next visitation."

"I feel that I visited the best teacher for small children I have ever seen."

"I am more interested in learning to be a teacher now than I was formerly."

"I have found out that I am really interested in teaching little children. It has made me want to study harder. I'd like to go again to the same town."

"I am now much more interested in learning to be a teacher than I was before."

"I should like to go as often as possible because I think I got more out of those two days than I do from two weeks' studying."

"I enjoyed the visitation very much. I think it was very beneficial. Miss Reeve explained the work carefully. She also thought it a profitable plan."

#### *Enforcing Discipline Is Problem*

After the first visitation period the class work of the group was based on the reports these students made from their visits. The outstanding problem reported from the field was discipline. Other topics, such as interest, motivation and class organization, were mentioned frequently in the summarized reports.



A second visitation was planned and carried out four weeks after the first. The outlines in this case were built on those that directed the first observation as well as on the class discussions that had taken place since the first observation. They were planned to carry the program forward into a more detailed analysis of certain school-room situations. In the interim between the observations in the field the students were supplementing their field experiences by visits to the training school. Our program calls for a continuation of these observation periods in the near-by schools, probably at monthly intervals during the coming semester.

General observations on the results of the experiment follow:

There is daily evidence that members of this group are thinking in terms of actual situations they have seen in the schools visited.

Class discussion makes one think more of faculty meetings where school problems are being discussed than of a college class.

Students continuously cite examples they have seen on these visits.

Much time is spent describing the practice of the different schools. This is the result of volunteer discussion by the members of the class. Each student becomes familiar with the practices of other schools.

Discussion of educational theory by the instructor is immediately applied to the situations these students saw. If they do not see how it applies they will ask for suggestions from the instructor.

Instead of a dead theory-accepting class, we have a live, alert questioning class.

#### *Principals and Teachers Endorse Program*

This program has proved stimulating to principals and teachers. The attitude of the principals and the teachers has been marked by an unusual desire to make this program a marked success.

Definite responsibility is placed upon each student for contributions that will be mutually helpful.

Students are not merely individuals isolated from the remainder of the group, rather there is built up a cohesion among all engaged in the enterprise.

The "student attitude" is replaced by the "teacher attitude." This "teacher attitude" is evidently fostered by the cooperative spirit prevailing and close contact with real school and teaching situations.

Leadership among the students was evidenced by the selections of group chairmen, there being

several committees working on group reports in many instances.

We may not have set down the proper objectives and we may not have organized the outlines in such a way as to reach our objectives, but the outstanding conclusion of the whole program to date is that a program of teacher training must include the schools into which the young teacher goes, as an important link in her training. School superintendents, principals and teachers must be given a greater place in teacher training programs than they have been allowed in the past. The training school must be used as a contributing factor in training teachers to teach, but from first to last, the novice must be in touch with the situation into which she expects to go. The public school itself must be the core of all the activities of the teacher in training.

### Education Given Greater Support Since the World War

Education has been given greater attention and support throughout the world since the World War than ever before, according to a bulletin by James F. Abel, specialist for the government on foreign education.

One of the most marked movements of this period, Mr. Abel points out, has been the establishment of certain official international relationships in education made obligatory by treaties, constitutions and laws. These were accompanied by a general widening and strengthening of activity, official and unofficial, in international education affairs.

Another important aspect is manifest in the establishment of ministries of education and the development of administrative school organizations in the newly created nations together with various changes in the national educational offices of other countries. Closely connected with both is the evident willingness of the different countries to make substantial monetary provision for education at a time when many of them were forced into drastic retrenchments in their national expenditures or were even in a state of national bankruptcy.

The almost universal adoption of republican forms of government which followed the War naturally led to inquiries into the educational status of the people and their ability to understand and assume the obligations they were incurring, with the consequent discovery of enormous numbers of illiterates and near illiterates and subsequent attempts of many kinds to give them at least the rudiments of an education.

# Shall Administration Be Limited to Administrators?

*In line with the general movement toward democracy, classroom teachers and pupils alike should have an active part in some phases of school administration*

By JOHN GUY FOWLKES, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN

IN THE last ten years the United States along with the rest of the world has been giving what seems in some quarters an ever increasing and irritating attention to the organization and maintenance of policies that affect public institutions. In popular description this tendency is usually characterized as an increased and accentuated demand for democracy in the true and real sense of the word.

This general demand for democratic adjustment is reflected in many civic as well as professional activities. It is reflected in our political thought; it is reflected in our religious behavior; it is vividly and strikingly revealed in our talk, and just as powerfully portrayed in our dress. It is only fitting that professional educators should fall in line with this spirit of agitation for the improvement of traditional precedent and turn to evaluating the administrative organizations and policies formulated and maintained in the training of future citizens of the United States.

## *Our Changing Public-School System*

When our public-school system consisted of very small units, the group of professional educators was a compact homogeneous family. When a local school system consisted of a few isolated school buildings, where the wage of the teacher was accompanied by the responsibility of doing such chores as bringing in the wood or rocking the baby to sleep, there were few problems of an administrative nature that irritated or thwarted the classroom teacher in his or her efforts. However, as is true of any development, as the number of boys and girls increased, and as the demands of the public who supported public education were increased and became more insistent, it was imperative that a more or less formal organization machine be adopted and maintained for the inculcation of the desired principles in the courses of study of our public educational system.

At first, the functions of the teaching force, as opposed to the supervisory or administrative force, were founded more or less on a sort of

grab bag basis, rather than being specifically defined, and there was seemingly little if any disagreement between classroom workers and administrative officers engaged in the work of public education. As the administrative machine grew more unwieldy, as it reached a prodigious size not even anticipated by the foremost leaders of public education represented by Horace Mann, the classroom teacher was more and more removed from the intimate family relations which he or she had maintained with both the governing board and the administrative officers in local school systems. This was accompanied, and nearly unavoidably so, by no little irritation both on the part of the administrative officers and the teaching staff.

In discussing educational administration, it is necessary to have at least a working conception of what administration is and some of the prerequisite qualities that are essential for the beneficial administration of any institution, and public education in particular. Let it be assumed that administration is the cooperative and stimulated direction of educational effort. As a corollary of this first hypothesis, the first essential requirement for a successful administrator is the ability to establish and maintain desirable personal relationships.

## *Teachers Are Organizing*

In a previous statement reference was made to existing irritation between teachers and administrators. This irritation is the result of mutual distrust and the attitude that the other fellow is constantly in the "objective" case and of the "kickative" gender. This irritation on the part of the classroom teacher was marked some twenty-five years ago. It was evidenced by sporadic and disconnected organizations, springing up in many localities, going under a variety of names, as "Such and Such a Town Teachers' Association," "Educational Association," "Classroom Teachers' League" and so forth. At first, these groups had no national organization. But



after some ten or fifteen years they were found to be affiliating with the American Federation of Labor, and if for no other reason than the sociological phenomena, educational administrative officers immediately began to try to find out what it was all about.

In studying the problem of teacher participation in school administration it may prove helpful to consider how actively boys and girls are participating in the administration of public education. In the high schools, practically universally, in the junior high schools less generally, and in the elementary schools in a few places, we are saying to boys and girls, "You are due in a certain class, with a certain teacher at a certain hour." No exact rules concerning their conduct in going to and from classes are established. They are simply requested to conduct themselves generally in such a way that they will not be a handicap to the social group of which they are component members.

Additional proof of the acknowledgment on the part of administrators and classroom teachers of the privilege as well as right of boys and girls to participate in school administration is pupil representation on bodies described by various terms, such as student councils and student senates. In flagrant instances of misdemeanors, boys and girls are allowed to advise classroom teachers or individual building administrators as to the punishment that should be given to offending classmates. Boys and girls are likewise asked to suggest proper awards for unusual pieces of distinguished work in classrooms. But classroom teachers were slow to realize that individual human beings of ability have certain indisputable privileges as well as rights and were slow to allow pupils any active part in school government.

#### *What Classroom Teachers Want*

The matter of teacher participation in school administration rests on two philosophies. The first philosophy is that teacher participation, or indeed group participation of all the people involved, is a corollary of any administrative organization. The other philosophy is that the constituent elements of the school organization are going to keep on forcing their way until, like the proverbial camel, they get their noses into the tent, and then are not going to realize and recognize the difference between administration and teaching.

Some of the things classroom teachers are demanding are: an opportunity to help decide the particular type of organization that shall exist in a local school system; the privilege of making

recommendations concerning the particular type of building and equipment for a local school system; a proper and adequate salary schedule; an active part in the formulation of the curriculum of the local school system; specific and definite provision for the reflection of classroom teachers' originality and initiative, and what is commonly referred to as permanent tenure—which would have been obtained more generally if the term "indefinite tenure" had been used.

#### *Concerning School Organization*

As stated above, classroom teachers desire a specific and definite opportunity to participate in deciding on the particular kind of organization of the local school system in which they work. In theory many professional educators would accept this as a perfectly legitimate privilege of the classroom teacher. However, although the stamp of approval is given by administrative officers, the administrative force has been negligent in setting up a definite machinery by which classroom teachers could take part in this administrative function. For example, in the majority of local communities, about the only way an isolated teacher has of reaching the attention of the administrative body is by personal letter. It seems to me that it will be an exceedingly difficult thing to achieve the real purpose of public education, whether it is in the kindergarten, the junior high school, the college or the university, unless those who are directly responsible for the promulgation and carrying out of these functions have a personal and intimate part in the formulation of that organization.

Before the type of building is considered at all, it seems to me that classroom teachers need to become very familiar and very adept in the minimum requirements of school building construction as they affect classroom procedure. In the matter of equipment too little attention has been paid to teaching equipment, to the peculiar and special teaching devices that classroom teachers themselves would choose. Studies are needed that will furnish standards in these fields similar to the standards now available for general equipment. Often irritation between the administrative and teaching forces with respect to teaching equipment and teaching supplies arises because of a lack of mutual consideration on the part of both in filling and in making requisitions.

For instance, in a local school system a request to the central office on the part of a classroom teacher for a particular kind of paper was met in one of two ways. Either an entirely different kind of paper was sent back because that happened to be in stock and no further order would



be made until the supply was used, or the order was delayed for two or three months, such practice being justified by the business manager on the ground that if a long enough time elapsed, the teacher would forget she wanted the paper and would not order it again. Such an administrative procedure seems traitorous to the teaching body. On the other hand, in this same town a kindergarten teacher sent in a requisition for fifteen balls. No stipulation was made as to whether the balls should be made of rubber or iron; no specification was made as to the size or color. The order was entirely lacking in the details that to a classroom teacher may be irritating but that are essential to the man who has to order the material needed.

#### *"Equal Pay for Equal Work"*

A third vital point in which classroom teachers are interested is the matter of salaries. The most sorely needed policy with respect to teachers' salaries is "Equal pay for equal work." Undoubtedly in many communities the question of salaries for classroom teachers is still a source of irritation between teachers and administrative officers. However, recent salary studies indicate that in some communities the median salaries for teachers in the various units of school organization are more nearly comparable than they once were. Likewise, the number of schools reporting positions in which men receive higher salaries than women of equal training and experience are decidedly in the minority.

As to participation in curriculum making, opportunity for detailed participation of classroom teachers in the formulation of the curriculum is quite generally offered. Many cities relieve elementary, junior high-school and senior high-school teachers from a part of their regular classroom teaching in order that they may spend time in work on curriculum revision with representatives of the central office. In many cities curriculum revision has been proposed and achieved by the classroom teachers to the delight of administrative forces. Such a policy seems essential for the complete success of public-school teaching.

Classroom teachers desire the opportunity of revealing individual initiative and originality. This opportunity for expression of originality and initiative carries in the same breath an obligation and a responsibility for a continued and maintained competence for revealing and displaying originality and initiative. In practically all institutions classroom teachers, both in isolated and group cases, have become apathetic and all too complacent about their own achievements. Instead of being alive and alert in attempting to

find new solutions to old problems, as well as recognizing new problems that arise from time to time, they are to be found constantly employing old techniques. When anything new is proposed, they either accept it or reject it without taking the trouble to investigate the thing proposed.

In isolated cases, working within limits so that organization machinery will not be dismantled and chaotic confusion result, classroom teachers, either personally or representatively, should have the privilege of trying out something that they want tried out. However, a proposal to try out something should be accompanied by quantitative and definite evidence that the individual or the group of classroom teachers involved has become intimately familiar with everything available in the field under consideration. Some of the classroom teachers most insistent for an opportunity to display initiative and originality are supporting their originality and initiative on such bases as "I think," "It has been my experience," "In my judgment," with nothing more scientific to back up such opinion and recommendations.

Classroom teachers, as well as university and normal-school professors and educational administrators, must become imbued with a zealous desire to put education on a scientific basis. This must be done in order that professional administrators may have the same recognition as other professional groups. Unless classroom teachers respond, the case is lost. Administrators cannot effect any change of policy unless classroom teachers are "sold" on the proposed change and are willing to incorporate such changes in their daily work.

#### *Introduce New Measures Tactfully*

This point is illustrated by the experience of many administrators in trying to bring about the use of standardized tests, both of the mental and educational type. The administrator who attempted arbitrarily to hand out the tests with the order that they be used by classroom teachers found the progress of standardized testing in his school system exceedingly slow. But the administrator who presented the tests as an aid to the teachers' own efforts to measure pupil achievement, thus enlisting their cooperation, found it relatively easy to institute standardizing testing.

In a preceding paragraph, mention was made of the necessity for putting education on a scientific basis. In connection with this point, it is essential for both administrators and classroom teachers to cultivate a scientific attitude of mind toward all research conducted within a local school system. A classroom teacher or group of teachers engaged in trying out ideas over a period

of time should bear in mind that real research is a search for the truth. Research is worth while only when it produces quantitative evidence that something previously believed to be true is true, or when it produces quantitative evidence that something previously believed to be true is in error or when it brings to light new truths hitherto unsuspected.

In some quarters much disturbance is created with respect to what is ordinarily called "permanent tenure." It seems to me there are decided advantages in using the term "indefinite tenure." Classroom teachers are sometimes accused of wanting to hold their positions regardless of whether or not they are deserving of such positions. It is not uncommon for school administrators to report that a goodly share of their difficulties in the matter of personnel relationships involve the permanent teachers. Certainly a deserving teacher should and must feel secure in his position, but such security carries with it an individual and group responsibility on the part of classroom teachers to maintain the high standard of service that gained for them a place on the permanent list.

#### *Administration Should Be Cooperative*

The administrative force in education has not yet completely recognized that there are administrative elements in all activities in which human beings are involved. Administration is the cooperative direction of human effort. Unless administrative forces realize that there are administrative elements in classroom procedure, it is difficult to bring about a proper working adjustment among professional educators. The administrative officers feel that they have been technically trained in matters of administration, that they have had administrative experience, while the classroom teacher has had only classroom teaching experience. They feel that they are the focal point, representing the commonwealth of which they are the employees and that the searching and scrutinizing eye of popular opinion and publicity is constantly bearing upon them. Their refusal of and their response to the requests and desires of classroom teachers for the active privilege of teacher participation have been partially a protective measure that would prevent and inhibit office fatality in administrative officers, just as teachers wish to prevent office fatality in the teaching force.

Many specific functions of the administrative office that might be cited seem unfair to isolated sections of the teaching body; and yet when viewed from the entire teaching standpoint the solution could not be otherwise. The work of

almost every classroom teacher is at some time or other impeded in a development that could be much more rapid if it were not necessary to divert certain forces and agencies to other things that may be of less importance but nevertheless must be taken into consideration when the whole situation is viewed. Condemnation of the administrative force by classroom teachers is just as vicious as condemnation of the classroom teaching force by the administrative officers. Classroom teachers are dangerously near making the same error in their relation to the administrative officers that boys and girls make in their relation to classroom teachers when they are asking for the active privilege of participating in the administration of their own activities.

#### *Mental Attitude Vitally Important*

It seems to me that the two reasons that have been predominant in differences of opinion, both as to fundamental philosophy and as to concrete and minute policies in educational administration are, first, a mutual lack of vision and, second, intolerance. Lack of vision may be illustrated by the following incident. Three men were working in a stone quarry. A visitor approached each of the three men separately and asked them the same question, "What are you doing?" The first workman, with an ugly sneer, replied, "Cutting stone." The second, with an equally ugly attitude, said, "Making five dollars a day." The third workman, though he was the smallest of all, carefully laid down his tools, and drawing himself up to his full height, replied, "Sir, I am building a cathedral." Classroom teachers have daily in the classroom the opportunity of earning a certain amount of money, of going through a task which because of frequent repetition has become mechanized, or of experiencing that exhilaration which should come from the realization that they are dealing with human beings, who in turn are going to deal with thousands of other human beings. Irritation with the administration of the school system in which a classroom teacher works assumes greater or less proportion as the teacher adopts one or the other of the attitudes indicated.

The second hindrance in the proper adjustment of administrative matters is intolerance. John Ruskin once defined a laborer as a person who works with his hands, an artisan as an individual who works with his head, but the artist as a man who works with his head, hands and heart combined. If classroom teachers would devote themselves to intelligent efforts to become artist teachers, and administrators would adopt as tolerant and sympathetic an attitude as is consistent with sound administration, much of what is superficial



rather than real difference of opinion with respect to teacher and pupil participation in school administration would vanish.

There are two deplorable conditions that it seems to me should be avoided in discussing and in establishing policies with respect to teacher and pupil participation in school administration. The first is the benign, either paternalistic or maternalistic autocracy, which is sometimes maintained, first by the board of education toward the superintendent, he being considered as a hired man, and in turn maintained by the superintendent with respect to the principal, who takes the same attitude toward the teachers. Since the boys and girls are the last in line, the same policy is followed by the teachers in dealing with them.

The other condition, namely, chaotic sovietism in education, would be even more disastrous because it would be destructive. Classroom teachers need to keep in mind that everything in connection with the administration of a school system cannot be done to the satisfaction of each individual. The basis for doing one thing or another cannot be the personal likes or dislikes of the various teachers but rather, "What is best for boys and girls?"

Classroom teachers and pupils alike should have an active part in some phases of school administration. It is obvious that teachers must provide for pupil participation in the classroom, and administrators must make provision for the participation of both teachers and pupils insofar as it affects general administration. Neither classroom teachers nor administrative forces will be abolished, and neither can coerce or force the other with any success. The members of each group need to make an effort to appreciate the problems the other is facing and bend their efforts toward the common cause of building up for their particular community the best school system possible. If such an attitude is adopted, much that otherwise seems to be a cause for discord between teachers and administrators will be nonexistent.

### State Education Departments as Employment Agencies

State departments of education can serve the schools in no better way than to act as employment agencies for teachers, according to H. R. Mahler, Thomasville, Ga., in *School and Society*.

Such a move would make lighter the lot of the superintendent who when he is called upon to select a teacher finds it necessary to wade through a hundred or more applications with attendant

correspondence sent by the several commercial teachers' agencies on which he must depend for help in filling vacancies in the school. The greater the number, the greater the uncertainty, because of the difficulty of comparing and weighing the merits of a large number of applications.

In the employment service of the state department, a teacher would file her credentials just as she does now with the commercial agencies. When a superintendent wishes to hire a teacher, he can write to the proper officer of the state department, telling of the teaching qualifications desired for the position that is open. This officer in charge will then go through his files and send the abstracts and testimonials of the one, two or three teachers who most nearly meet the requirements. The superintendent can then get in touch with the one who most nearly fits his requirements.

For the most important positions, the superintendencies and principalships in the larger towns and cities, the Bureau of Education in Washington might perform the same service for the superintendent.

### Playing the Game for the Game's Sake

An outstanding difference between English and American schools is their management of athletics, according to John Haldane Blackie in a discussion of American and English school systems in the *Educational Review*.

"The ideal of American athletics appears to be to produce a race of highly specialized and highly trained athletes," Mr. Blackie emphasizes. "It is instilling into the mind of American youth the thought that the worth of a college lies in the success of its football team, that the only thing that matters about a game is whether it is won or lost, that a good footballer is a better man than a good scholar.

"England has been accused of putting sport before all things, yet there is a world of difference between sport as practiced in the two countries. In England the 'game's the thing.' It is better to win than to lose, but best of all is a really good game, both sides playing their best for the fun of the thing and for no other reason. No man is held to be of any account unless he can lose cheerfully and win without gloating.

"To foster such a spirit in the United States, specialization would have to be discouraged and all the fatuous publicity given to local talent by school, university and state journals would have to be quashed."



# Grouping Pupils for Purposes of Instruction

*An adaptation of school organization to the needs of widely varying groups of children, which is a distinct break with a system that forces pupils to adapt themselves to a uniform school standard*

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HOW shall we group our pupils for purposes of instruction? I presume that many of those who read this article will say that this is an unnecessary question. We have become so thoroughly acquainted with a classification of pupils into eight or six grades that it has not occurred to us to question the fundamental assumption on which such a classification rests.

That there is great need that the question be raised at this time and that as complete an answer be found for it as possible, is evidenced by the fact that there is hardly a school system in the United States that desires to be progressive that is not attempting some modification of the traditional grade organization. Possibly some have individualized the instruction, others may be forming ability groups, still others may have organized special classes, not only for the subnormal but for the backward, the bright or for those who have fallen behind because of sickness and absence.

It was with the idea that these varied attempts at meeting individual needs should be interpreted with a historical perspective, and so that the discovery of underlying principles of grouping might lead to a more rapid and widespread adaptation of the school organization, that the studies summarized in this article were started.

## *When Did Grading Begin?*

We probably do not know exactly when grades first were introduced. There is evidence, however, that some elements of grade grouping go back at least to the latter part of the eighteenth century. I am referring here to the practice in Boston and elsewhere of classifying schools. We find, for example, that the English High School about 1790 had five rooms. The principal taught the highest class in all subjects; two submasters each taught half of the middle class in all subjects and the two ushers instructed the lowest class in the same way.

This division of the school into classes, or sometimes the building of separate schools for

each of the classes, seems to have been a common practice until the middle of the nineteenth century. Usually, if not always, admittance to a school was based upon both achievement and age. For example, in the schools of Lowell, Mass., in 1835 primary schools were for those below seven years of age. The grammar school took children from seven years up, who had met their requirements. At the same time we find a somewhat similar organization in Worcester, Mass., and I presume in a great number of the other New England schools. Henry Barnard in an address delivered in 1838 and reproduced in the *American Journal of Education* in December, 1856, stated, "The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainment, which will generally include those of the same age."

## *Equality of Attainment Is Basis for Grouping*

In the note accompanying the reproduction of this speech in 1856 Henry Barnard says that there have been so many requests for his plan of school organization and he is so thoroughly convinced that it is sound that he has thought it wise to have it published again in this way. It seems obvious, therefore, that the plan he advocated not only stirred up a good deal of interest but met with general approval as a scheme suitable to the educational ideas of the day.

It is to be noted that classification of schools was to be based upon equality of attainment, but it was expected this would mean that children of the same age would be placed together, and thus we find in descriptions of these schools that Barnard has defined them in terms of chronological age. For example, he recommends five schools: first, a primary school for children between three and eight years; second, a secondary school for children between eight and twelve years; third, a high school for children of twelve years and above; fourth, an intermediate school for those children who are over age for their at-

tainment, and fifth, a supplementary school for those with special educational defects and for those irregular in attendance. Two of the five schools he recommends are obviously for deviates and represent an early attempt to meet pupil needs.

Information from various sources leads us to conclude that not only were schools classified on the basis of achievement of pupils but that pupils were classified within each school. At least as far back as 1826 we have records of primary schools having four divisions each, in which the third and fourth divisions were again subdivided into two each, and records of English grammar schools and writing and arithmetic schools of four divisions each. Jones<sup>1</sup> mentions these and states, "There is no absolute proof that these were natural divisions, but the similarity to the divisions of the Latin school and the general use of the term make it practically certain that this was the case."

Barnard in the article referred to above says, "Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain subjects, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies." This is Barnard's argument for classifying pupils in each school.

#### *The First Elementary School*

In many respects the building of the Quincy School, Boston, in 1848, marked important changes in administration. Instead of several separate schools there was one school having several rooms, each presided over by a teacher and with separate desks and chairs for each pupil. Thus, in some respects, our modern elementary school was first brought into existence.

As a summary of this brief sketch we might quote from the article by Doctor Jones, which has already been mentioned: "From the data here given it seems clear that our present system of grading had its beginnings at least as far back as 1790. . . . Definite grading, systematizing of work, restricting the amount of ground to be covered by each teacher, all have greatly improved instruction, but, like efficient supervision, each has its dangers when considered from the standpoint of the interests of the individual child. . . . The first type organization of our schools into eight or nine grades, while it had its beginnings in the early part of the nineteenth century, probably did not attain its complete de-

velopment until well on in the eighties of the past century."

We are safe in concluding that the grade organization had certain beginnings a century and a quarter ago. We are also safe in concluding that from the beginning a grade meant a certain level of achievement and it was observed that this generally meant certain ages. Promotion under these conditions was open to those who had successfully mastered the work of the lower school or class. In other words the upper school as originally established primarily furnished training to the more progressive students of the lower school. The days of compulsory attendance had not begun nor was there any general feeling of obligation that the community should furnish training beyond the rudiments of an education, and then only to those boys and girls who carried on their work successfully.

There is to be found in the literature of the early part of the nineteenth century much discussion in regard to a philosophy of education. From this we can learn underlying notions that must have had a great influence upon school practices. It is of particular interest to note that nowhere can one find reference to innate differences in ability of school children. References can be found in considerable number that assume that there are no such differences.

One is surprised at the many articles that point out the great value of developing concentration and attention. Failure to do school work was produced, according to some writers, by lack of concentration. One might elaborate at considerable length upon the school practices that grew out of a belief in formal discipline, but it is sufficient to note here that the classification of schools and of pupils was in accordance with this fundamental notion of the nature of mind and of learning.

#### *Changes in Our Knowledge of Children*

It is practically within our present century that we have come to realize the extent to which individuals differ from each other with respect to innate ability to learn. Even those who have held intelligence tests up to ridicule will doubtless admit these differences. The step from failure to recognize any innate differences to one of universal recognition is a big one.

It is difficult for us to comprehend all of the implications that such a change forces on us. We now know that we shall find great differences both in achievement and in intelligence between children of supposedly the same school grade and children of the same age. The arguments supporting this statement are obvious.

<sup>1</sup> Jones, A. J. Are Our Schools Prussian in Origin? *Educational Review*, 56:271-93, November, 1913.



*A special class at Clinton School, Schenectady, N. Y. The pupils range in chronological age from seven to sixteen years, in mental age from three and a half to seven years and in intelligence quotient from 44 to 79.*

In planning a course of study it may be assumed that one purpose is to give the teacher a guide to assist her in deciding what shall be taught to children of different grades and of different ages, thus enabling her to do a better job of teaching. Examine almost any of our courses of study to-day and I think you will note that the divisions are determined by grades. We have a course of study for the third grade or for the fourth or for the fifth. I assume furthermore that the course of study is defined in this way because we wish to indicate a change of content between the third and fourth grades. However, when we realize that there are far greater differences between children of the same grade than between children in consecutive grades, I submit that it would be of inestimably greater assistance to the teacher to know how the subject matter should be differentiated for pupils of the same grade than for pupils of different grades.

I asked a curriculum expert a short time ago why he did not offer help to teachers in selecting subject matter for different ability levels in the same grade. His answer was that any teacher could do that, that it was a simple matter and that anyway the difference was mainly that of method and not of content. If it were true that the teachers could make this adaptation, it would be even easier to make the adaptation necessary for successive grades. Of course we are not willing to subscribe to this.

I do not see how we can avoid facing the fact that the kind of grade organization we have is of great influence not only in its effect upon the cur-

riculum but also in determining the attitude teachers will take toward their work. We have gone a great way in the past century in understanding children but we have done almost nothing in attempting to meet the individual differences that we have discovered.

### *Two Bases of Grouping*

Two general lines of procedure seem to be open. First, we may make a grade mean a level of achievement and promote pupils only when they have satisfactorily completed the part of the course assigned to the grade. Individual differences will be provided for by varying the rate of progress through a single course of study. Groups within a grade will differ from each other in rate of progress, which will generally mean in chronological age, the older children forming a slow moving group and the younger children forming a fast moving group. There is evidence that this can be done with considerable success but there is not general agreement that it is the best solution because it does not provide for enrichment. This procedure in forming teaching groups follows our traditional practice.

As a second line of procedure we may make a grade mean a level of physiological or social development. For the present we might use chronological age or the best usable measure for grade placement. Every child will then be promoted to the next grade every calendar year. Individual differences will be provided for by several courses of study prepared specifically for bright, average and dull groups. Although passed to the next



grade every year, the pupil will be assigned to the group following the course of study that most nearly meets his requirements. The groups within a grade will therefore differ mainly in the general level of achievement.

How the courses for bright, average and dull pupils will be differentiated will be discovered through experimentation. It may be that both enrichment and acceleration (acceleration in the sense that the material is made difficult) will be employed. The fact that this organization does not commit us to any particular principle of curriculum arrangement and permits a wide range of experimentation, is of distinct advantage. There is little experimental work to assist one in carrying out this latter program. A few pioneer schools are doing it in a modest way. Undoubtedly there will be a great deal of popular opposition because it is thought to create class distinctions. The issue will be discussed later.

I have thus set up two lines of procedure, one based on acceleration and the other on differentiated courses, which we might follow in grouping children for purposes of instruction. It is undoubtedly necessary to make adjustments but one is probably obliged to work toward one or the other of these alternatives.

#### *Present Condition of Grouping Is Chaotic*

Preliminary to elaborating these suggestions we shall do well to survey present procedures in grouping children. A study of the situation reveals one outstanding fact—that there is no uniformity of classification even among schools in the same system. For example, I recall two elementary schools in a large city. In one school it was obvious, from test results and a study of retardation, that pupils were being allowed to go through the school with little repeating and that the level of attainment was adjusted to the needs of several ability groups.

In the other school, which had had a long and enviable history of sending pupils to high school who always succeeded, a great amount of retardation was found as well as an unjustifiably high level of achievement. In this school a pupil was considered troublesome or dull if he did not attain achievement that was normal for a grade ahead of the one in which he was placed. In the first school there were several groups in each grade, the standard of attainment varying with the group. In the second school a single standard was maintained and the placement in the grade was determined by ability to follow this high standard.

In a study of test records of thirty-eight villages in New York State it was found that in

some villages the pupils were more homogeneous with respect to their chronological age than in respect to their mental age or achievement age. In other schools they were more homogeneous with respect to mental and achievement ages than chronological age. This is under a state system of education which probably exercises more supervisory power than any other state in the union. Some villages maintained a high standard of achievement in spite of an average or low intelligence level of its pupils. In such cases the elimination was high and the retardation great, but the achievement, grade for grade, was in most cases considerably above the expected.

In other villages there seemed to be a definite attempt to adjust the standards of attainment, grade for grade, to the ability of the children and the needs of the community. In general, when pupils are placed in grades according to chronological age, ability grouping is found but this is not always the case.

In the literature of some few years ago frequent descriptions may be found of ways in which groups were formed. There was a tendency at that time to advise the combining of several measures for purposes of assignment to groups. For example, the records on achievement tests, intelligence tests, teachers' judgment, sometimes physiological age, social age and emotional maturity, were all suggested as possible factors to enter into any system of ability grouping. It apparently was not observed that the more factors that were considered in making the final placement the more heterogeneous the group would be. Were we to combine several tests that purport to measure the same thing our final placement score might be more reliable than if only one were used. However, if we combine tests that measure different things, our result will be a score that has no single significance and consequently classes will be formed that are not homogeneous with respect to any one thing.

#### *How to Choose Tests*

This general criticism applies to the use of the intelligence quotient which is nothing more or less than a combination of mental age and chronological age into a single score. It is ridiculous to say that all children with intelligence quotients between 75 and 80 should be in the same grade. We know very well that that would include a wide range of chronological ages; that it would be placing children with chronological ages of seven years in the same class with children of fifteen, sixteen and seventeen years. If, however, we use mental age only or chronological age only, our group has a homogeneity and a meaning. We



*Here are bright children in a sixth grade class at Grove Street School, Freeport, L. I.*

must therefore decide what should be the meaning or significance of the groups we should form and then choose tests that will carry out this purpose.

As already stated, the primary purpose of this article is to discover if possible the principles that should underlie the grouping of pupils. We have thus far considered the significance of the grade as it developed historically, the psychological concepts which seem to underlie this organization, and have suggested two possibilities of organization which will recognize individual differences. Before committing ourselves to either of these possibilities we should consider the function of the public school in its larger aspects.

#### *Rapid Progress Noted in All Lines*

Probably the outstanding characteristic of our present day civilization is the rapid progress being made in all lines of human endeavor. We now make in a decade more changes in the way we live than were formerly made in a century. Things we learn to-day may be antiquated to-morrow. The problem of what is most worth while to teach is more and more acute. The criticisms sometimes heard that our public schools are not doing as good a job in teaching the fundamentals as they formerly did, or that education is being loaded with so many subjects that none of them is learned well, or that the multitudinous activities that are fostered are leading to mental deterioration, all tend to show a dissatisfaction with what we now have, sometimes justified but usually not.

But whether or not justified in the way in which they are presented, they represent a desire for a program of education that more nearly meets present day conditions. If, therefore, instead of reviewing recent changes in our public-school system or evaluating the criticisms that have been leveled at it, we analyze for a moment the nature of the changes that have taken place in our civilization and try to see what they mean in terms of changed educational practice, we shall arrive at a clearer understanding of the purpose of education to-day.

At a time when civilization was changing very slowly the education was of most value that acquainted young persons with established modes of thinking. This involved a common background of information and training in accepted usages and customs. There were comparatively few new problems and these could be cared for by a few leaders. To-day, when changes are taking place rapidly and every one of us is forced to meet new problems at every turn, an education that stresses information mainly is of little value. We must know how to get answers to questions, to solve problems, to adapt ourselves to new situations. All of these place a premium upon intelligence.

#### *Memory Work No Longer Primarily Important*

In earlier times when information was the important consideration, differences between abilities to learn were not so important, for learning was largely memorization and the bright child was not always superior to the dull child in sheer



memory work. It was possible, therefore, to have children of varying abilities in the same class and get fairly uniform results from all. As a matter of fact, the bright pupils, because such methods were sometimes uninteresting to them, were sometimes the poorest students.

To-day with the need of teaching children to meet new situations, individual differences are forced upon us. We know that bright children differ radically from dull children of the same age in their ability to think, to solve problems and to adapt themselves to new situations. With the present need of giving to all the best training possible in order that present day problems may be met, it seems inevitable that recognition must be given to differences in the intellect.

### *Is Ability Grouping Undemocratic?*

True as I believe the foregoing is, we are immediately thrown into the question whether or not all the subjects in the curriculum are of the nature of problem solving. This raises the question whether these ability groups need to be recognized in all phases of instruction or only in certain ones. Inasmuch as we may assume that one of the greatest outcomes of an education is the ability to get along with one's fellows, it is desirable that whenever possible all groups be handled as one. Whether these ability groups be taught separately or as one group may well depend on the amount of problem solving involved. We cannot indicate the kinds of subject matter that involve or do not involve problem solving, partly because of lack of space and partly because adequate experimental work along this line has not been done.

We are coming very close in this question to the democratic principle. It has been said numberless times that a system of ability grouping was undemocratic because it tended to form class distinctions. Any such procedure seems to be contrary to the instinct of the American people. This leads to a consideration of the meaning of democracy. If by democracy we mean that all people are born equal in respect to abilities, then I admit readily that a scheme of ability grouping is undemocratic. If, on the other hand, democracy implies equal opportunities for development for every individual to the best of his ability, then we can say we are not thoroughly democratic until we are willing to differentiate training to meet differing needs.

Whenever such statements are made to practical school people there tends to be a general agreement but an insistence that they are impracticable because every parent believes that his child is as bright as any other. Suppose we grant that

this is a real difficulty. It must be said, however, that it does not change the facts and if one stops to consider the matter in all its ramifications one must realize that sooner or later those differences must appear and sometimes cause great disappointment. That is, we know that in adult life some have attained places of responsibility while others are kept in inferior positions.

More and more differences are produced not by favoritism but by differing abilities to assume responsibility. However, much bitterness, disappointment and unnecessary hardship could have been prevented if these people had found their positions earlier in life. In recognizing ability groups the school is not making a distinction but is merely making provision for distinctions that already exist. As long as we refuse to do this we are like the traditional ostrich, who sticks his head in the sand to hide himself from his pursuers.

Another question raised in connection with ability grouping is that of variability in development. There seems to be a popular impression that every individual is especially proficient in some things and probably deficient in others. That there are individual cases of this kind one cannot doubt, but the weight of experimental evidence is on the other side, namely, that if an individual is superior in one thing he is apt to be superior in many or all things, at least he is capable of being superior. If he is not we must account for it in lack of interest or peculiarities in the environment. The essential point we are pretty well agreed upon is that individuals differ in their general intellectual level.

### *Concrete Administrative Suggestions*

Sufficient work has been done in a number of communities to give us some suggestions for working out a system of classifying children that will recognize individual differences and give more adequate training for present day social needs. It has already been pointed out that reliable tests in a narrow field are much better for purposes of classification than a composite score based upon tests in totally different fields. We might carry this argument a bit further. If we are forming classes at each age level, which are to be homogeneous with respect to ability to achieve, then our best estimate of this ability is probably a measure of past achievement.

It seems, therefore, that achievement tests can and should play an important part in the forming of ability groups. We should get much the same results if we were to use mental age from an intelligence test. There is, however, at least one advantage in using an achievement instead of an



intelligence test. The achievement test gives not only the general level but indicates the point at which teaching may be begun with the groups thus formed and the subject matter which it can be assumed the group has mastered. Furthermore, it is much easier and more satisfactory to explain grouping to parents if done on the basis of achievement test results than on the basis of mental age. Then, too, an achievement score is determined not only by general intelligence but also by other factors, such as initiative, memory, industriousness, which we know tend to affect achievement. The intelligence test is not ruled out but may become supplementary and may be used to study problem cases, such as children who are not working up to capacity.

#### *Special Classes Needed for the Abnormal*

An ability grouping such as we are contemplating, in which pupils of the same chronological age are placed in the same grade and then groups formed on the basis of achievement tests, necessarily involves the construction of several courses of study. In general, we must think in terms of three courses of study. This assumes that the very extreme "deviates" have been taken out and that three courses will handle the large middle group. The extreme "deviates" will be of two kinds. First, the mentally subnormal and, second, the mentally superior. Special classes will be needed for these because there are children who deviate so much from the normal that special provision must be made, and there are so few of such at any one chronological age that a separate class at that age is generally impossible. It means that several ages must be put together.

The group for which our organization is therefore to be planned consists of children with intelligence quotients approximately between 70 and 130. Just what the line of deviation should be between the three groups thus formed is uncertain. It is probable, however, that in general the middle group is much the largest and that the bright and the dull groups are of about equal size. This, however, will vary markedly in different communities.

If, however, the groups are given a definition which is uniform, the courses of study designed for the three groups will have equal application, irrespective of the general level of the community. This is an important consideration, for no one has conducted an extensive survey of a school system without discovering that schools in different sections differ considerably in regard to the ability of the pupils to do school work. By this uniform definition of groups a school in a poor community may have very few superior children

and as many dull children as normal, whereas in a school in a favored community, the reverse is true.

The construction of the three courses of study is a serious and difficult problem. No one in the country is as yet meeting the problem adequately although many are starting work seriously. It is undoubtedly true that no school system at the present time can expect to prepare the three courses of study before the grouping has been carried out. This is because teachers and school supervisors and administrators have had no training or experience that enables them to do this piece of work. Progress along the line of course of study must be experimental.

In view of the experimental nature of the problem, it seems wise to suggest that a reorganization into ability groups should not go through all the grades at once. There may be an occasional school system where this is feasible but ordinarily it would precipitate a great number of problems, not only in the school organization but in the community as well. It would be better, therefore, to begin with the first, or possibly the first and second grades.

Determine the chronological age range for each group, making it as narrow as possible, select the extremely bright and extremely dull for special treatment and then divide the others in each grade into three groups on the basis of achievement. Attempt to select for the work, teachers who are sympathetic with the procedure and who are capable of making contributions to a course of study. The administration should make clear to them that no arbitrary requirements in the nature of achievement of the pupils are set up. On the other hand, teachers should be furnished with all available information and equipment that will in any way help them to experiment with the materials that can most profitably be offered to each of the three groups.

#### *Weekly Reports Prove Valuable*

In an investigation I carried on, I planned a system of reporting by which the teachers, who had been encouraged to deviate from the usual course of study according to their own judgment, reported at the end of each week the number of pages covered in textbooks, the topics covered and the methods used that were successful as well as those that were found unsuccessful. These weekly reports were gathered over a considerable period and when put together gave a very striking picture of the different needs of the groups.

That the work of one year will represent anything final in a course of study is doubtful. Such a procedure might well be repeated at intervals

in order that refinements which grow out of the experience of teachers in the classroom may be organized and made available to all.

A question will arise concerning the shifting of pupils from group to group. It would certainly be wrong to say arbitrarily that there could be no shifting from group to group, for as a matter of fact, a pupil should be shifted any time there is sufficient evidence. The need of the individual should be paramount. On the other hand, experience thus far indicates that except for some transfer of pupils in the lower grades, such shifting will be unusual.

#### *Grouping in High School*

Such a scheme is so radical a departure from the usual school organization, which involves promotion on the basis of achievement, that certain difficulties are likely to be encountered. The difficulties will not be serious in the first six grades (inasmuch as a grade means a certain age we might talk about the first six years) where promotion for every pupil will occur every year. Pupils from the bright group of one grade will be placed in the bright group of the next, pupils in the average group, in the average group of the next and pupils of the dull group, in the dull group of the next. At the beginning of junior high school, however, there is possibility of some confusion. This confusion will be due largely to the beginning of electives. In the senior high school the difficulty will be caused not only by electives but by the influence of college entrance standards.

It is not entirely clear how these difficulties should be met. That they should be met, there probably will be no question. My observation in a few places leads me to make some suggestions. It becomes necessary first for us to get rid of any confusion that may exist in regard to the purpose of electives. Electives are primarily to care for definite interests which we realize become differentiated at adolescence. Some of these electives appeal to certain interests of children, both of high and low ability, while others demand only one level of ability. Thus electives may be of two kinds. On the other hand, the constant or required subjects in the course of study must be those subjects that are essential to all levels of ability.

In administering the junior and senior high school on such a basis it becomes necessary, so far as possible, to form three ability groups in all constant or required subjects, and also ability groups in those electives that are of interest to more than one level of ability. This seems to be a defensible principle to guide us in determining the subjects in which ability groups are needed.

We do not know much about which subjects should be planned for a single group and which appeal to several groups. Undoubtedly English must be organized for several groups but whether this should be done in every year or not is a problem. Latin, on the other hand, at least as at present outlined, is of value primarily for the upper groups only. Possibly a different organization will make it valuable and profitable for the lower groups. Shop work probably has values for all groups but different values for different groups. Extended training of this kind is advisable only for certain pupils. On the whole, then, a thorough adoption of ability grouping must lead to a re-evaluation and reorganization of subjects.

There has been a tendency at times to devise separate courses for different ability levels, the commercial course for the average or below average pupil, the vocational course for those who cannot finish high school. Investigation shows that there are bright, average and dull in all courses and from the standpoint of interests their presence in these courses can be justified. It would seem, therefore, that the situation is best cared for by making courses represent specialized interests and making other provision for the range of ability in all or most courses.

The administrative difficulties are great. Many who believe in an organization of this kind have thus been unable to put it into effect. The fact that a few have been successful leads one to believe that it can ultimately be done.

Some kind of grouping for purposes of instruction is inevitable. Our courses of study, methods of teaching, equipment, special provision for exceptional children will all be influenced more or less by the kind of grouping we accept.

#### *Grouping System Must Be Flexible*

The best training of pupils is of paramount importance. Of what this "best training" will consist will naturally change as we make progress. A system of grouping should be adopted which will make it possible for us to give to every pupil the best training for him. Administrative convenience is of comparatively little importance.

The plan proposed is not new at any point. Examples of every suggestion can be found in one or more school systems with which I am acquainted. My aim has been to weave the various practices into a whole and give an interpretation. The central point of this interpretation is an adaptation of school organization to the needs of widely varying groups of pupils which is a distinct break with a system that forces pupils to adopt a single school standard.



# What Do the Administrative Helpers of the Superintendent Do?

*A study based on the school organization in twenty-one California cities shows that the delegation of duties to members of the staff is not always logically carried out*

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THE problem of the management of city schools is comparatively recent. In fact, it was only about seventy-five years ago that it had its beginnings.

The first superintendents were teachers or principals who gave a part of their time to the direction of the schools of their district or city. The usual situation in many of the largest cities was that the superintendent was responsible for educational administration only; the board of education was responsible for the handling of all business problems. Sometimes the professional educator was responsible for the direction of only the most routine affairs. Needless to say this is still the case in some cities.

In most American communities, however, a recognition of the professional status of the superintendent has come about. Under the authority of the school board he is charged with the management of schools. His office has become an important one, responsible, in the larger cities, for the direction of thousands of employees, for the educational progress of hundreds of thousands of pupils and for the expenditure of millions of dollars.

## *Increasing Functions of Education*

One of the factors making for the changed status of school management is the growth of city population. Where in 1850 there were a few cities of tens of thousands, there are now many in the hundred thousand class. With the growth of larger urban communities has come a tremendous increase in school population. Compulsory attendance laws, bettered economic conditions of the average family and emphasis on the idea that education is an asset have produced a school group that, in proportion to the population, is several times greater than that of the middle of the century.

Education, especially in the cities, has increasing functions. To the enrichment of the curriculum have been added services such as

medical inspection, recreational supervision and research service, all purposed to give the child larger opportunity. These cost money. The budget per pupil, even allowing for the decreased purchasing power of the dollar, has been tremendously increased. Real estate holdings for school purposes in larger cities run into many millions of dollars and the management of the business and financial affairs of city educational systems represents an immense task.

## *Little Attention to Efficient Organization*

Such a situation necessitates professional management. Lay members of school boards do not have the necessary time to direct school affairs in detail even if they have the requisite knowledge. Not until recently has there been a scientific attack on the problems presented. Most city school offices, like Topsy, "just grew." As duties increased assistants were added without an organizing idea that would unify the functions of individuals and bring about efficient administration.

This paper, based on an investigation made in April, 1928, is concerned with the actual situation so far as it can be found in superintendents' offices. How many individuals are to be found administering the schools of the cities selected? What are their relationships to each other where the distribution of authority is concerned? How many assistants are there to carry on the work? Is there any relationship, such as average daily attendance, between the number of such persons and measures of school population? What is the distribution of function within the group? These are some of the questions that the study seeks to answer.

The investigation was limited to the school administrative staff in California cities of an estimated population of 15,000 to 150,000, and further limited to those responsible for the direction of both elementary and secondary schools. As far as possible the personnel is limited to those indi-



viduals responsible for general control, and to their direct assistants. This cannot be done with absolute certainty. There are those who combine service and control functions. Those whose duties relate directly to teaching, such as subject supervisors, have not been considered. In the same manner those whose duties are solely those of service, such as attendance officers, nurses and recreation employees, have been eliminated. The personnel of the department of research tends to combine administrative and service duties. Workers in this department have been included with the administrative personnel.

The method followed in the study was to interview the superintendent or someone delegated by him and to set down on two sheets of paper the information secured by the interview. The first sheet, in questionnaire form, was used for information concerning titles of officers, number of assistants and average daily attendance. The second sheet, containing a comprehensive list of school administrative functions, was used to check the distribution of duties within the staff. In each case an appointment was made in advance with the superintendent and samples of the data sheets sent. From the data on these sheets, tables and figures were constructed showing the relationships found in the cities studied.

#### *Studying the Situation as It Exists*

The cities studied were divided into two groups, those below and those above 10,000 A. D. A. This places those from about 15,000 to 60,000 in one division and those from 60,000 to 150,000 in the

other. One group studied includes fifteen cities and the other, six. The number of cases is not large enough to be significant statistically, but the purpose of the investigation was not to arrive at any final conclusions with regard to the practice in cities within this size range. The presentation is that of the actual situation as it exists in the cities studied, and the deductions and recommendations are necessarily tentative. Evidence from a large number of cities over the entire country reveals the need for a wider study, but such an undertaking presents great difficulties. The questionnaire method would hardly secure the necessary data in reliable form, and an interview method has limitations of time and space.

#### *Preparing for Future Complications*

The division made was somewhat arbitrary but seems warranted by a study of the cities themselves and the data gathered. Those in the first group are the small cities, almost all of them growing rapidly, which are confronted by the organization demands of growth in municipal and school affairs. The cities in the second group either are approaching a status of 100,000 or have achieved it. They have found or are finding complications in their educational problems and will have difficulties if the superintendent's office is not organized to meet them. In many California cities growth has been so rapid that it has been almost impossible to reorganize either municipal government or school control rapidly enough to handle the problems efficiently.

Important findings as to the personnel of the

TABLE I—NUMBER OF OFFICERS AND ASSISTANTS  
(Cities to 10,000 A. D. A.)

	1	2	3	4	5	6	7	8	9	10†	11‡	12
	A.D.A. Feb., 1928	Supt.	Assts.	Bus. Mgr.	Dir. Research	Sec. Bd.	Total Officers	Clerks, etc.	Total Force	Propos. Officers	Prop. Assts.	Total
A	2415	1	0	0	0	with supt.	1	1	2	1	2	3
B	2569	1	0	with supt.	1½*	with supt.	1½	2	3½	1	2	3
C	2943	1	0	1	0	bd. member	2	4	6	1	2	3
D	2987	1	0	with supt.	0	1 (pur. agt.)	2	1	3	1	2	3
E	3778	1	0	1	0	with bus. mgr.	2	3	5	2	3	5
F	4758	1	1	with asst. supt.	1	with supt.	3	5	8	2	4	6
G	5220	1	1	with supt.	with asst. supt.	with supt.	2	4	6	2	4	6
H	5744	1	0	1	1	with bus. mgr.	3	9	12	3	4	7
I	5777	1	0	1	0	1 (pur. agt.)	3	3	6	3	4	7
J	5953	1	0	1	1	with bus. mgr.	3	8	11	3	4	7
K	6235	1	1	1	1	with supt.	4	5	9	3	5	8
L	6244	1	1	with supt.	0	with supt.	2	2	4	3	5	8
M	7863	1	0	1	1	with bus. mgr.	3	5	8	4	6	10
N	8926	1	0	with supt.	0	with supt.	1	3	4	4	7	11
O	9865	1	1	with supt.	1	with supt.	3	6	9	4	8	12
Total	81277	15	5	7	6½	2	35½	61	96½	37	62	99

\*Elementary principal assigned to such duties one-half time.

81277

† — One administrative officer to each 2,224 of A. D. A. or major fraction.

36.5

81277

‡ — One assistant to each 1,332 of A. D. A. or major fraction.

61

TABLE II—NUMBER OF OFFICERS AND ASSISTANTS  
(Cities 10,000 to 25,000 A. D. A.)

	1	2	3	4	5	6	7	8	9	10	11	12
City	Feb., A.D.A. 1928	Supt.	Assts.	Bus. Mgr.	Dir. Research	Sec. Bd.	Total Officers	Clerks, etc.	Total Force	Propos. Officers	Prop. Assts.	Total
P	12621	1	1	1	0	with supt.	3	5	8	3	10	13
Q	13074	1	1	1	with asst. supt.	with bus. mgr.	3	7	10	3	10	13
R	13131	1	2	1	with asst. supt.	with bus. mgr.	4	16	20	3	11	14
S	16342	1 (deputy)	1		(adm. res.) (ch. welfare)							
T	21846	1	1	1	2	with bus. mgr.	5	17	22	4	13	17
U	24897	1	1	1	1	with bus. mgr.	4	16	20	5	18	23
Total	101,911	6	7	6	4	0	23	82	105	23	82	105

superintendent's staff in cities of the first group are arranged in Table I in which cities are ranked by A. D. A. Throughout the study A. D. A. was taken as a measure of educational load. The figures used were for the statistical month of February, 1928, or the second four weeks following the reopening of school after January 1, 1928. These figures were found to have a sufficiently close relationship to the A. D. A. figures for the school year. Inasmuch as A. D. A. figures are the basis of state apportionment of money for school support the accuracy of the figures can be relied upon. In each instance A. D. A. includes all schools under the jurisdiction of the superintendent's office—kindergarten, elementary, high school, junior college, part-time and adult education schools. In order to allow for greater freedom in discussion and comparison of practice in these cities letters have been substituted for names in the tables and in the text.

#### *Classifying the Duties of the Personnel*

Each of these incorporated cities, of course, has a superintendent of schools. Column 3 shows that less than half of the cities have an assistant superintendent, and that the addition of this officer has no relation to the school population. None of the cities in the table has more than one assistant. Seven business managers are listed. In all other cases the superintendent, whether nominally the business manager or not, performs the duties of this office. As in the case of the assistant superintendent, within the range of population and number of cases studied, there is no relationship between school population and delegation of business functions to some person other than the superintendent. Seven of the cities list a director of research, sometimes with variation in title. In one city half time is allowed to an elementary principal for this work. In another city the assistant superintendent acts in this capacity. In all others research and service functions are the direct responsibility of the superintendent.

There are only two secretaries of the board of education whose duties are not combined with those of some one of the previously considered officers. It is a curious coincidence that in each case the duties of purchasing agent are added to the secretaryship. In the remaining thirteen cities, eight make the superintendent of schools the secretary of the board also; four combine the office with that of business manager and in one case a member of the board of education is the secretary of that group. In both instances of the secretary-purchasing agent, that official works under the immediate direction of the superintendent. If these cases are added to the eight where the superintendent is the actual secretary, there is discovered in these smaller cities a strong tendency for the superintendency to be associated with the secretaryship.

Column 7 totals the administrative officers under the limitations imposed. As would be expected, there is no clear relationship between school population and administrative personnel. The number of greatest frequency is three, occurring in six cases. The distribution of occurrence of three officers, however, appears throughout the table from the lowest to the highest population. In these six cities are found four business managers, five directors of research and two assistant superintendents indicating, as the number of general control officers is increased, a tendency to add managers and research officers before assistant superintendents.

#### *Educational Problems Are Similar*

The number of secretaries, bookkeepers and clerks tabulated in Column 8 is restricted to those serving directly the administrative officers. It shows as little regularity as the tabulation of officers.

Until educational product can be better measured the efficient number of control officers and their assistants cannot be determined. The distribution shown in Table I is caused by such

factors as an extremely rapid growth with an administrative machinery that finds it difficult to reorganize to meet the increased needs of the system, the conservatism or progressiveness of superintendents and board members or, in some cases, special tax support situations that make it either more than ordinarily difficult or more easy to finance education.

Exactly how large the administrative group should be in these cities cannot be shown. The assumption, however, can be made that with a larger A. D. A. there will be a larger need for administrative officers. It seems worth while, experimentally, to total the number of these superintendents, assistants and business managers and to make a redistribution according to A. D. A. In

TABLE III—THE SUPERINTENDENT'S FUNCTIONS IN ORDER OF FREQUENCY

1. Recommends to board the appointment, transfer and discharge of administrative assistants, principals and teachers and directs their work .....	21
2. Prepares budget .....	21
3. Establishes rules and regulations .....	21
4. Determines policy .....	21
5. Responsible for publicity .....	21
6. Responsible for subjects in course (sub. statute) .....	21
7. Selects texts .....	21
8. Administers continuation schools .....	20
9. Administers adult education .....	20
10. Appoints, directs health officers .....	19
11. Administers medical inspection .....	19
12. Appoints clerks .....	18
13. Responsible for content of subjects .....	18
14. Administers child accounting .....	18
15. Enforces attendance laws .....	17
16. Selects instructional supplies .....	17
17. Compiles educational reports .....	16
18. Responsible for school census .....	15
19. Administers all full-time day schools .....	14
20. Purchase and sale of buildings and grounds .....	14
21. Appoints janitors .....	12
22. Selects noninstructional supplies .....	12
23. Appoints maintenance employees .....	12
24. Appoints recreation employees .....	11
25. Responsible for preparation of plans .....	11
26. Supervises construction .....	11
27. Administers civic center activities .....	11
28. Recommends appointment of assistant superintendents .....	10
29. Recommends appointment of secretary of board .....	10
30. Responsible maintenance and repair .....	10
31. Charge of rent transactions .....	9
32. Has duties secretary of the board .....	9
33. Recommends appointment of business manager .....	8
34. Responsible purchase and distribution of supplies .....	8
35. Responsible for accounting .....	7
36. Responsible for tests and classification .....	7
37. Administers a grade division of the day schools .....	7

doing this, it is assumed that any extravagance by officers and assistants will be balanced within the group by a commensurate parsimony and that the educational problems of these small cities are sufficiently similar not to invalidate such treatment. This assumption cannot be supported fur-

ther than is indicated in Table I where, in several of the largest cities in the group, there is shown a force smaller than that of cities with less than half the A. D. A. This, however, seems good presumptive evidence. As to the similarity of the educational problems each of the cities has at

TABLE IV—FUNCTIONS OF ASSISTANT SUPERINTENDENT IN ORDER OF FREQUENCY

1. Administers a grade division of the schools ..	7
2. Selects instructional supplies .....	5
3. Responsible for content of subjects .....	5
4. Responsible for tests and classification ....	4
5. Confers with superintendent on appointments of principals .....	2
6. Confers with superintendent on appointments of teachers .....	2
7. Administers purchase and distribution supplies .....	2
8. Responsible for school census .....	2
9. Confers with superintendent on determination of policy .....	2
10. Selects other than instructional supplies ...	2
11. Responsible for child accounting .....	2
12. Responsible for educational reports .....	1
13. Assists in preparation of budget .....	1
14. Responsible for enforcement of attendance laws .....	1
15. Assists in formulating rules and regulations	1
16. Publicity duties .....	1
17. Responsible for selection of texts .....	1
18. Administers adult education .....	1
19. Administers continuation schools .....	1

least one fairly large elementary school centrally located with a number of smaller ones further removed from the city center; each has one central high school; each supports a part-time school in the high-school plant; one has a junior college under the jurisdiction of the superintendent and almost all conduct small adult education classes. There is a wide range represented, of course, in the ability of these communities to tax themselves for public education.

Such a redistribution—indicated in columns 10, 11 and 12—would give, at least, a regularly increasing force of general control officers with an increasing number of assistants. It is tentatively suggested that the superintendent add to his staff the following members in the order given: business manager, assistant superintendent, director of research and service. Of course, all of the functions performed by these officers must be handled by the original members of the staff until such time as their numbers are increased.

The increase of the number of clerical assistants may be indicated in the following order: superintendent's secretary, assistant secretary, secretary to business manager, secretary to assistant superintendent, auditor or bookkeeper, secretary to director of research and service, additional clerks and stenographers.

For the group of larger cities Table II gives the same information as Table I gives for the smaller group. In this division is found at least



one assistant superintendent in each city, each has a business manager and all except one provide for a department of research in charge of either a director or an assistant superintendent. Business functions have been delegated in each city to a business manager who, in four cases, is the subordinate of the superintendent. In no case is the secretary of the board a separate officer. Instead of being the superintendent, as was most common in the first group, in five cases he is the business manager or some subordinate directly responsible to the manager.

As in the case of the other division, a suggested redistribution of the numbers of officers and assistants is shown in the last three columns of Table II. Where three officers are indicated they should be superintendent, business manager and assistant superintendent. The fourth officer should be a director of research and service and the fifth, a second assistant with the administration of schools divided between schools on a basis of school grades. The additions in clerical force should follow the proposal for the group of smaller cities.

There is an inconsistency between the two suggested tables in that some cities in Table II have proposed fewer officers than cities in Table I with less A. D. A. The small number of cases is responsible for this occurrence and it would probably not occur in a series of tables of proposed personnel based on a wider survey in which the

TABLE V—FREQUENCY OF FUNCTION OF THE BUSINESS MANAGER

1. Preparation of budget .....	13
2. Purchase and sale of buildings and grounds ..	13
3. Responsibility for maintenance and repair...	13
4. Appoints janitors .....	12
5. Administers accounting .....	12
6. Administers purchases and distributes supplies .....	12
7. Appoints clerks .....	11
8. Appoints maintenance employees .....	11
9. Supervises construction .....	11
10. Responsible preparation plans .....	10
11. Administers rent transactions .....	10
12. Selects other than instructional supplies ..	10
13. Administers duties secretary of board .....	9
14. Administers civic center activities .....	9
15. Selects instructional supplies .....	7

population ranges were much smaller. It will be noted that the total office force proposed in the two tables is progressive by A. D. A. for the entire group of cities.

The distribution of officers by title gives a picture of the administrative organization that is not complete. We need to know in addition just how the important tasks that have to do with the operation of the schools are delegated to the members of the superintendent's staff.

In Table III the superintendent's functions are listed in order of frequency of mention for all of the cities studied. This is not a listing of what the superintendent says he should do. It is what he says he actually does. In general he appears to be doing what he should do and the order of frequency of occurrences of these items is close to the order of their importance. The one item not in accord with leading educational thought is the relation of the superintendent to the business

TABLE VI—FUNCTIONS OF DIRECTOR OF RESEARCH AND SERVICE

1. Administers tests and classifications .....	10
2. Compiles educational reports .....	7
3. Responsible for school census .....	3
4. Administers medical inspection .....	3
5. Enforces attendance laws .....	2
6. Selects instructional supplies .....	2
7. Selects noninstructional supplies .....	2
8. Responsible for child accounting .....	2
9. Assists in making rules and regulations .....	1
10. Assists in determining policy .....	1
11. Determines subjects in course .....	1
12. Responsible for contents of subjects .....	1
13. Responsible selection of texts .....	1
14. Administers civic center activities .....	1

manager. In only eight of the twenty-one cities does the superintendent recommend the appointment of this officer and direct his work. It should be kept in mind that what is reported here is not the legal situation but the actual situation as reported by superintendents. In several of these cities the manager is the legal subordinate of the superintendent while in actual practice he is not.

Again it should be noted that any function performed by an officer of lower rank is charged to the major officer to whom the person performing the duty is immediately responsible. Thus, there may be an attendance officer who is charged with such duties as the enforcement of attendance laws and the taking of the school census. If he is directly responsible to the superintendent his functions are charged to the superintendent.

The responsibility for personnel situations within the professional staff is certainly of first importance and is listed by each superintendent. The other items that are unanimously checked are all of major rank: preparation of budget (with business manager), establishing of rules and regulations, determination of policy, publicity and responsibility for subjects and texts.

The first six items any superintendent should wish to retain as his own responsibility in a city as large as the largest included in the study. The seventh, although important, may well be delegated to an assistant in the largest cities of the group. From number eight down the list are found functions that should be the responsibility of persons other than the superintendent except

in the smallest cities studied. For example, it is probably good policy to place the responsibility for personnel problems involving clerks and secretaries in the hands of the business department entirely, yet eighteen superintendents indicate that they are directly responsible for the appointment of the clerks in their offices. In items 21, 22, 23, 25, 26, 27, 30, 31, 34 and 35, a considerable number of superintendents in cities having a business manager are carrying functions that should be delegated entirely to the business department.

#### *The Assistant Is a Handy Man*

In the direct administration of the units of the school system it is noted that a majority of the superintendents are responsible for all full-time day schools. Where there are assistants there seems to be a tendency toward a sharing of this responsibility on a grade division basis. There are conspicuous exceptions, however. One city of more than 12,000 A. D. A. with two assistant superintendents has the administration of all day schools charged directly to the superintendent.

Table IV giving the same facts for assistants shows a situation that is less satisfactory. Twelve assistants are listed in these cities and the greatest frequency of function noted is seven in the duty of administering a grade division of the day schools. The assistant superintendent in these cities has not yet attained to full professional status. He is a handy man. If there is no research officer he is "it." If the superintendent finds any job he does not care for the assistant gets it. There is another factor. In most of these

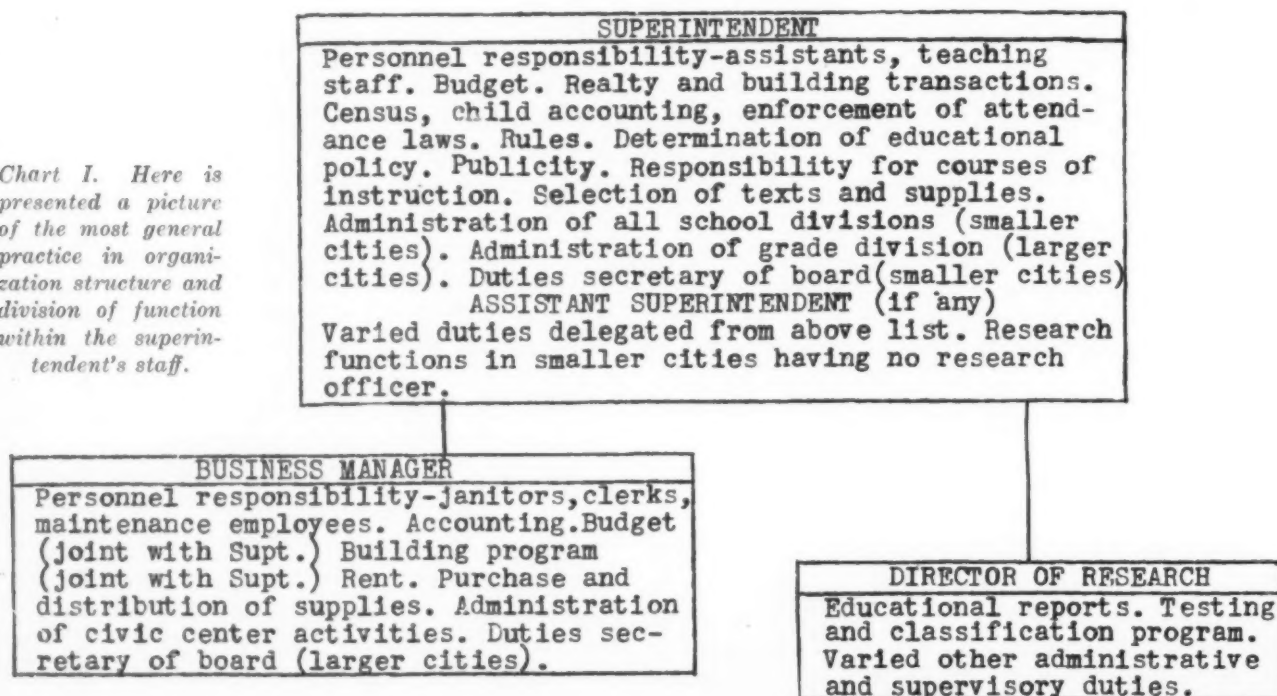
cities the assistant has been promoted from within the department. If he was the high-school principal he is often assigned the direction of secondary schools. If he was in charge of part-time schools they remain under his direction.

The business manager (Table V) has a job that is closely defined. The reason probably is that the business functions are more easily organized than the professional duties of the superintendent. At any rate, budget, realty transactions, maintenance, selection of janitorial and maintenance personnel, building program and accounting and supplies are major functions and are almost universally noted as being performed by the manager.

The directors of research, by whatever title, are newcomers in the administrative group. Their place (Table VI) in the professional cabinet is not yet secure. They are responsible for administering the testing and classification program; they exist in considerable degree as a service bureau to dig up facts and compile reports for the superintendent. Apart from these duties they are, as are assistant superintendents, odd job men. Any administrative duties or supervisory functions that are not assigned to superintendents or assistants come their way. There is a slight tendency to head up under such officers, under titles such as directors of research, child welfare and service, a large group of functions that are not related either to instruction or to the business management of the schools.

No analysis of the duties of the titular officer who is called secretary of the board is made. His

Chart I. Here is presented a picture of the most general practice in organization structure and division of function within the superintendent's staff.





functions as secretary are formal. He is either the superintendent or business manager or directly responsible to one of these officers in all except three cases and is thus accounted for in Tables III and V.

Charts were constructed representing the staff organization of all of the cities studied. Chart I presents a picture of the most general practice in organization structure and division of function within the superintendent's staff. The relationships expressed by placement on the chart with respect to subordination are subject to a great deal of variation in the cities studied. For example, in a great many cities the business manager is not subordinate to the superintendent, and in practically all cities he is either equal or superior in rank to the assistant superintendent. Assistant superintendents are placed within the block of the superintendent for the reason that many cities do not have any such officers and also for the reason that in cities that do have them the definition of their position or duties is obscure.

A summary of the study shows that, in the cities studied, there is no relation between measures of educational load and personnel of the superintendent's staff. A greater number of cases might show such relationship. In addition it seems that the delegation of duties to members of the staff is not always logically carried out. The subject seems worthy of a more extensive investigation to determine, if possible, who is who and what his duties are in the office of a city superintendent of schools.

### Providing for School Libraries by State and County Grants

State financial grants to assist in the establishment and maintenance of school libraries in rural communities are provided by law in sixteen states and county grants for similar purposes are authorized by the statutes in twelve states, according to *School Life*.

The sixteen states with statutory provisions for state grants for rural-school libraries are Alabama, Connecticut, Delaware, Idaho, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Rhode Island, South Carolina, South Dakota, Tennessee, Virginia and Wisconsin. The twelve states with statutory provisions for county grants for rural-school libraries are Alabama, California, Idaho, Louisiana, Michigan, Mississippi, Montana, Nevada, North Carolina, Oregon, South Carolina and Washington.

There is considerable variation in the maximum yearly statutory grants that states may

make for the maintenance of rural-school libraries. For each school it is \$10 in Alabama, Connecticut, Maryland and New Jersey; \$25 in South Carolina; \$40 in Tennessee and \$50 in Virginia. The yearly grant is \$20 per teacher or \$40 for each school building in a district in Minnesota; \$200 per town in Rhode Island, and in North Carolina \$50 per union high school. In New York union free-school districts it is \$268 plus \$2 additional for each teacher employed and \$100 for each librarian employed, and in common-school districts \$18 plus \$2 additional for each teacher employed. For each child enumerated in the school census it is fifteen cents in Iowa, ten cents in South Dakota and twenty cents in Wisconsin. In Idaho the law provides that at least 3 per cent of the monies annually appropriated to school districts from state and county funds must be applied to the establishment and maintenance of school libraries.

The maximum yearly amount that counties may grant for the support of rural-school libraries is as varied as the state grants that are made for that purpose.

### A Special School for Japanese Children in Los Angeles

A school for Japanese children at Terminal Island, Los Angeles, Calif., teaches all grades from kindergarten to the eighth. Most of the children who enter the school at the kindergarten age know very little English, and their first year is spent largely in learning the English language. The mothers also attend English classes in the afternoons and homemaking classes on Thursday afternoons.

The school consists of a group of oddly shaped bungalows gathered around a Japanese garden kept up by the fathers of the pupils. The fathers are almost all fishermen for the canneries in operation on the island.

When the school was first started it was found that milk was included in the diet of only a few of the children. With the cooperation of the parents, milk and graham crackers were served each day at a weekly cost of twenty cents to each pupil. Besides this a regular program of exercises was instituted, and a period set aside each afternoon for rest, with a noticeable improvement in the general health of the pupils.

Lettie Belle Burbank, principal of the school, in an article in a recent issue of the *Sierra Educational News*, reports that the attendance in the kindergarten grade alone numbers 103 pupils this year.





*Entrance lobby, Northside High School, Corning, N. Y. The mahogany doors and trim and the lighting fixtures of Colonial pattern follow closely the design used throughout the building.*

# Unusual Features in the Plan and Design of This Modern School

*New Northside High School, Corning, N. Y., furnishes a study in economical school construction with the artistic details so handled that the building was a prize winner in a nationwide contest*

BY PALMER ROGERS, ARCHITECT, NEW YORK CITY

TO ERECT school buildings that are economical and that also satisfy the many requirements of the present day educational system is to-day one of the most difficult problems that school authorities have to solve.

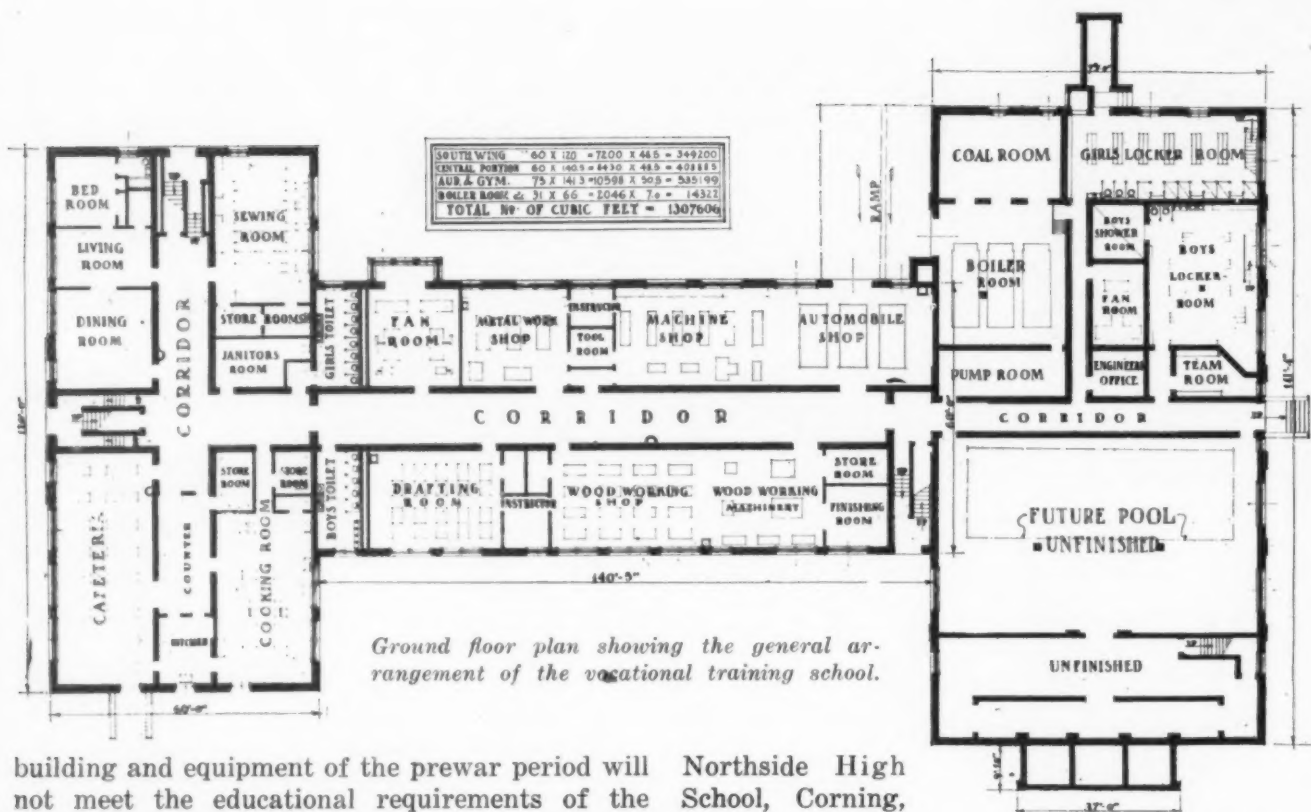
It is a well known fact that since the World War building and equipment costs have in most instances more than doubled. The cost of school building construction, however, has only kept pace with other increases in costs since prewar days. This situation is not always fully appreciated by

taxpayers when it becomes necessary to pass upon funds required for a school building program. A second outstanding factor affecting this situation is the necessity for a different type of school building and equipment to meet modern educational needs.

The cost of building and equipping the old type of schools erected during the earlier period cannot be taken as the basis to estimate present costs because of the diminishing purchasing power of the dollar since the war; because the type of



*Exterior view of Northside High School. The central portion marked by the tower contains the auditorium and gymnasium.*



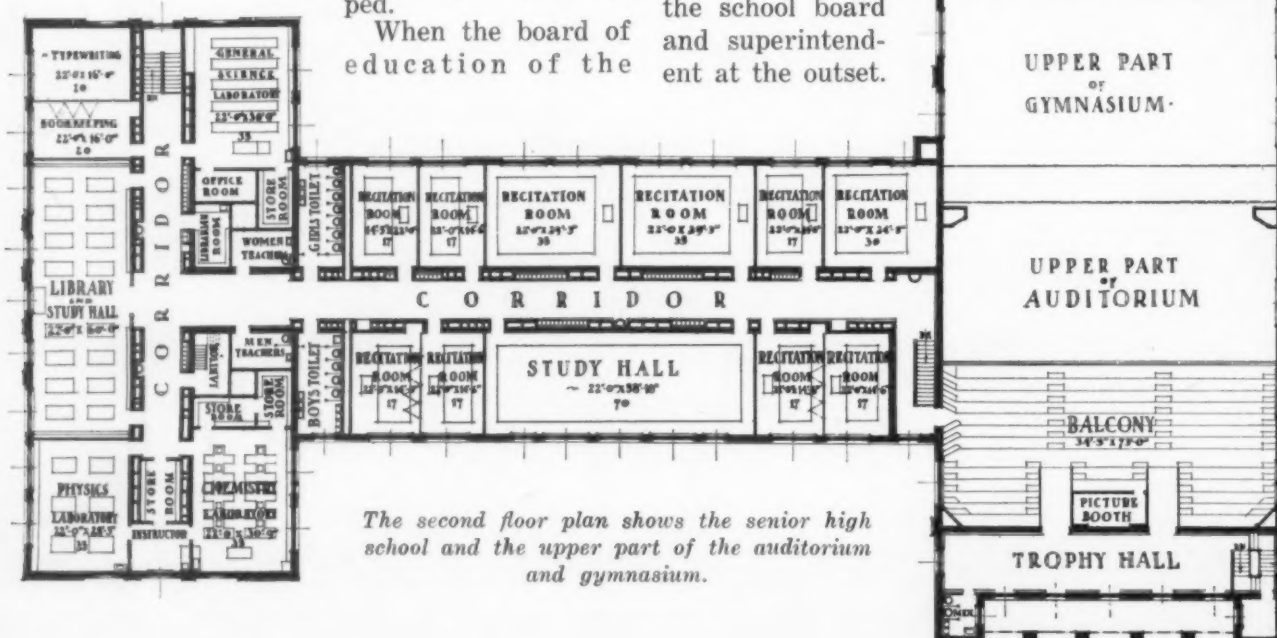
building and equipment of the prewar period will not meet the educational requirements of the present period; because a constant increase in school population has brought about an established policy for present day school boards to build for future needs, a policy that was not generally practiced before the World War; because school boards are now more concerned about the play activities of children and are therefore required to furnish more playground space and because more emphasis is now placed on the quality of equipment, it being considered unwise economy to erect a new building and then have it incompletely equipped.

When the board of education of the

Northside High School, Corning, N. Y., faced the

problem of building, the matter of cost was probably the most important factor. After the foregoing facts had been given careful consideration the board of education and the superintendent of schools began to work out the solution of this problem.

First, after thoroughly canvassing the situation, they selected an architect without competition. It was agreed that the architect should attend all board meetings and advise with the school board and superintendent at the outset.





Second, a survey was made to obtain actual data and information in regard to the present facilities available, the present school population and all matters affecting the planning of a building.

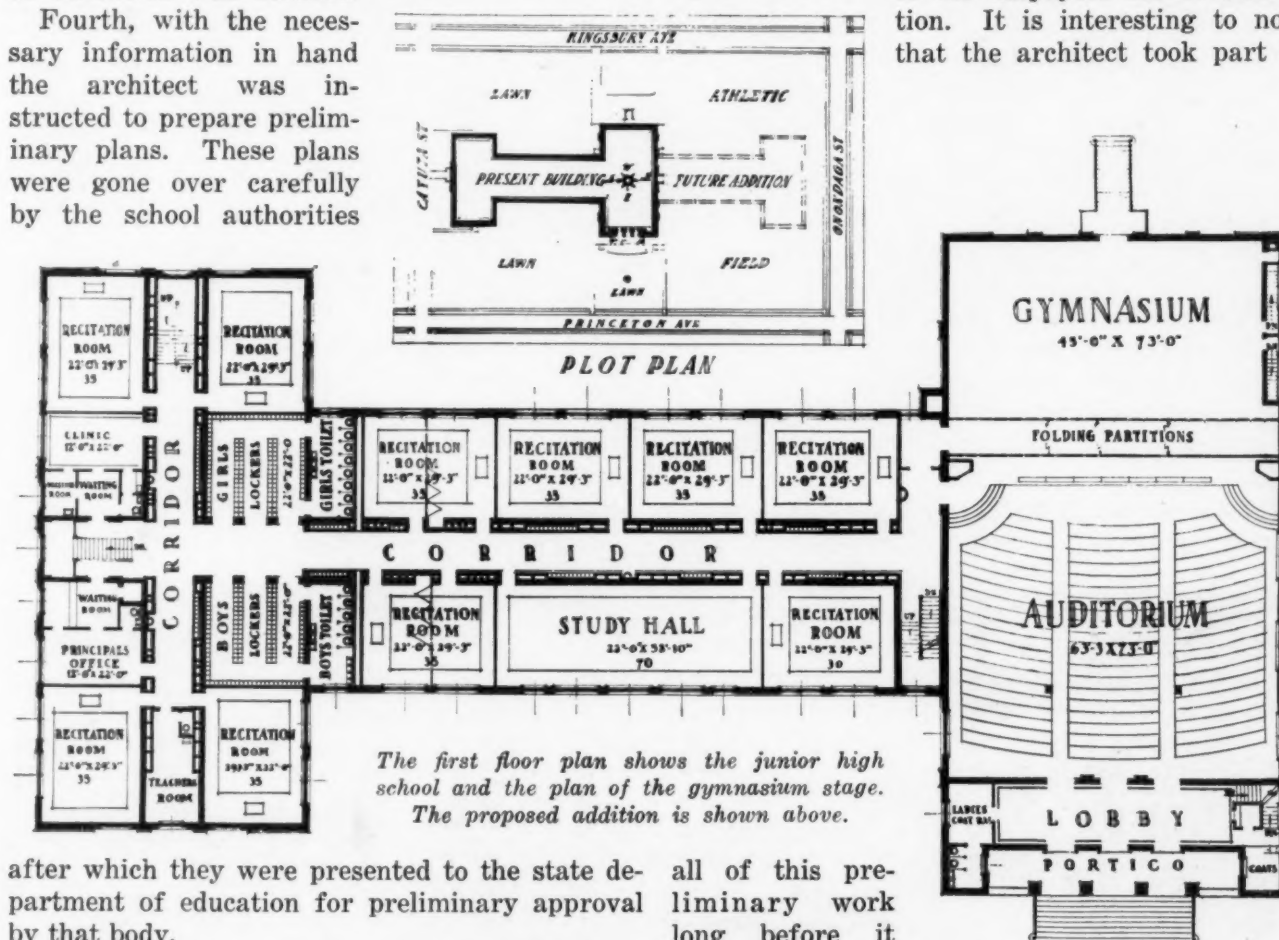
Third, careful consideration was given to the matter of a new school site in relation to the pupil population, with thought given to the probable future growth of the city. Available properties were considered from the standpoint of comparative cost, available area, suitability for building construction and proximity of sewer, water and electric facilities. A suitable site having been selected, the approval of the state department of education was secured.

Fourth, with the necessary information in hand the architect was instructed to prepare preliminary plans. These plans were gone over carefully by the school authorities

of the site, equipment, landscaping, attorney's fee, architect's fee, printing of bonds and other contingencies. Provision was also made for the cost of remodeling and repairing the old high school and grammar school in such a manner as to make them thoroughly up-to-date.

Seventh, all of the information secured was made available to the taxpayers of the district and was later presented to a vote.

The bond issue was carried by a large majority. This was undoubtedly due to the fact that the board of education had assembled complete information and had given the results of its study to the taxpayers for consideration. It is interesting to note that the architect took part in



after which they were presented to the state department of education for preliminary approval by that body.

Fifth, a complete report was made showing the ability of the district to finance a new school. This included a complete financial statement from the treasurer of the board, a complete analysis of the assessment roll of the district and a statement as to the money received through state aid.

#### *The Importance of Preliminary Work*

Sixth, using the foregoing information in regard to the facilities required in the new school and the ability of the district to pay for these facilities, a total estimate was made for the purpose of a bond issue. This estimate included not only the complete cost of the building but also the cost

all of this preliminary work long before it

was necessary to assume his usual duties in preparing the working drawings and specifications.

After complete plans and specifications were prepared they were sent to the state department for final approval, after which they were given to the various contractors for bids. The school board required an experience record and a statement of assets and liabilities from each of the contractors bidding on this work. The plans and specifications were also placed on file at the builders' exchanges in nearby cities, making the information available to subcontractors and material men so that this district would receive the widest competition.

These preliminary steps have been described

in the hope that the information may be of value to other school authorities. Often the amount of preliminary work that should be done before the actual construction of a school building can be started is not fully appreciated.

The new building was constructed on a site of sufficient size to allow for the inevitable future expansion. In the future the capacity of this school can be doubled by building another wing to the right of the auditorium, which is marked by the tower. Provision is already made for the extension of the plumbing, heating and electrical lines. Space is provided in the boiler room for a third boiler and the header is ready for future connections.

Provision was also made for playgrounds, tennis courts, outdoor gymnasium and suitable landscaping around the building. At the present time the space for the future addition is used as an athletic field, although another field is available nearby. The bond issue provided for cement walks around the entire site and up to the building, as well as a cement driveway and parking space at the rear of the building.

The new school provides the necessary accommodations for a junior and senior high school and also for the vocational school which is an integral part of the educational system in this district.

The accompanying plans will show the general arrangement of the interior of the building. The

ground floor is devoted to the vocational training school. The south wing houses the girls' department which consists of the following units:

A sewing room fully equipped with sewing tables, machines, cutting tables, display cabinets and lockers, a fitting room with the necessary mirrors and fitting stands and a storeroom.

A cooking room fully equipped with the unit type of kitchens. Each kitchen contains a kitchen cabinet, a gas range, a sink and a table. The cooking room has an electric refrigerator. Mechanical exhaust ventilation is provided above the ranges. There are the necessary storerooms in connection with the cooking room.

#### *Separate Kitchen for Cafeteria*

A model apartment consisting of a living room, dining room, bedroom, bath and closets. These rooms are furnished to reproduce actual home conditions for training the pupils in homemaking. The dining room was made exceptionally large so that it can be used for serving lunches or dinners on special occasions.

A cafeteria furnished with small tables and straight Windsor chairs. The woodwork and equipment in this room are finished in orange and black, the school colors. The lighting fixtures also harmonize with this color scheme. This room is arranged so that it can be used for a study hall in connection with the vocational school.

A separate kitchen is provided for the cafeteria



*The library fulfills all of the practical requirements and also has an artistic appearance in keeping with the general style of architecture.*



*A view of the model apartment looking from the dining room into the living room and bedroom beyond. An effort has been made here to create actual home conditions.*

so that it will not interfere with the regular school work in the cooking room. This room has modern kitchen equipment consisting of dishwashing sinks, vegetable sink, pastry table, cutting table, soiled dish opening, electric refrigerator, metal kitchen cabinets and gas ranges. Mechanical ventilation is provided in this room and also above the serving counter.

#### *Well Equipped Vocational Training Department*

The serving room is entered from the corridor and the pupil passes by a bulletin board giving the day's menu. The serving counter is of metal of the usual cafeteria type with a tray rail and provision made for trays, china and silver. The top has steam tables and ice trays and the necessary shelving for different foods. This room is also finished in orange and black.

The vocational training for boys is located on the ground floor in the central portion and can be separated entirely from the other portions of the building. The following accommodations are provided in this section:

Drafting room equipped with drawing tables, stools, sink and storeroom.

Woodworking shop equipped with benches, tools and storeroom. An instructor's room is located between the drafting room and the woodworking shop.

Woodworking machinery room equipped with lathes, band saw, variety machine, circular saw

and grinder. The stockroom is conveniently located. A finishing room is provided with the necessary equipment and extra radiation to provide heat for drying.

A metal workshop with tables, forges and other necessary equipment.

A machine shop equipped with work benches, engine lathes, milling machine, grinder and other necessary machinery. An instructor's room, tool room and passage are provided between the metal workshop and the machine shop.

An automobile shop with a ramp from the exterior, which connects with the concrete driveway. This room has the necessary equipment including an overhead crane so that heavy parts can be lifted out and run into the machine shop.

This floor also has the necessary toilets, janitor's room, fan room and other service rooms.

The first floor of the building is assigned to the junior high school. It includes the following rooms:

A study hall seating seventy pupils, and ten thirty-five-pupil home rooms and recitation rooms. In some instances provision is made for a folding partition dividing a classroom into two smaller recitation rooms.

The principal's suite consisting of a waiting room, principal's office, secretary's office with counter and vault, and toilet. This suite is equipped with mahogany furniture, rugs and filing cases. The master clock, intercommunicating



telephone switchboard and central fire alarm system are in the principal's suite.

Clinic suite which consists of a waiting room, dressing room, clinic room, laboratory and toilet. The clinic is equipped with medicine cabinets, sterilizer, couch, chairs, eye charts and first aid cabinets. Provision is also made for a future dental clinic.

Boys' and girls' locker rooms, convenient to the entrances and adjacent to the toilets. The locker rooms are entered from the corridor through arched openings. Additional lockers and drinking fountains are also recessed in the corridor walls. The lockers are set on a cement base and ventilation is provided for each locker.

#### *Teachers' Room Is Comfortably Furnished*

A teachers' room with toilet accommodations. This room is furnished with a couch, chairs, rug, fernery and window draperies. The furniture is of upholstered wicker finished in orange and black.

The corridors have reinforced concrete floors covered with mastic flooring with a cove base. The stairs are of steel with nonslip treads.

The second floor of the building provides accommodations for the senior high school. It consists of the following units:

A study hall seating seventy pupils. Two home rooms each seating thirty-five pupils, and recitation rooms of various sizes. Provision is also made on this floor for dividing some of the larger rooms with folding partitions.

Typewriting and bookkeeping rooms equipped with typewriting tables, machines, bookkeeping desks, wash basin and other necessary equipment. These rooms are divided by a folding partition that is partly of glass to allow for supervision of both sections.

General science laboratory, equipped with two-pupil tables facing one way, an instructor's desk, aquarium, window wall shelf, sink, recessed display and storage cabinets. A storeroom and office are adjacent to the laboratory.

Chemistry laboratory, equipped with tables, instructor's desk, fume hoods and wall sink. Sinks, gas and electric connections are provided on all tables. Two storerooms are adjacent to the laboratory.

Physics laboratory, equipped with physics tables, instructor's desk, wall shelf, sink and other necessary equipment. Between the two laboratories are an instructor's room and storeroom.

Library and study hall, equipped with shelving, tables, Windsor chairs, charging desk, catalog files, book truck and other furniture. This room is finished in mahogany with the walls paneled to

match the bookcases. The lighting fixtures have been designed to harmonize. A librarian's room, with storage shelves, sink, work table and locker is also provided.

Boys' and girls' toilets, janitor's room, teachers' rooms, one for men and one for women, are also on this floor.

The central portion of the building marked by the tower contains the auditorium and gymnasium. The ground floor provides the following accommodations:

Boys' locker room, with stair to the gymnasium floor. This room is equipped with steel lockers with sloping tops and set on a cement base. A team room is similarly equipped, and shower room and toilet accommodations are also provided.

Girls' locker room, equipped in a similar manner to the boys' locker room, except that individual shower stalls and dressing rooms are provided. Stairs from this room lead to the gymnasium floor and there is also an exit to the playgrounds and outdoor gymnasium.

A future swimming pool is arranged for on this floor and all provision made for its installation. The unfinished space at the front of the building will be used for additional dressing rooms and shower rooms.

#### *Plans Provide for Future Expansion*

A boiler room that has two low pressure tubular steel boilers with space for a future boiler to take care of additions to the building. The necessary mechanical equipment to heat and ventilate the building properly is included in this room and in the pump room. The coal room provides sufficient space for a season's supply. The boiler room is served from the exterior by a ramp leading to the cement driveway. An engineer's office and fan room are also provided adjacent to the boiler room.

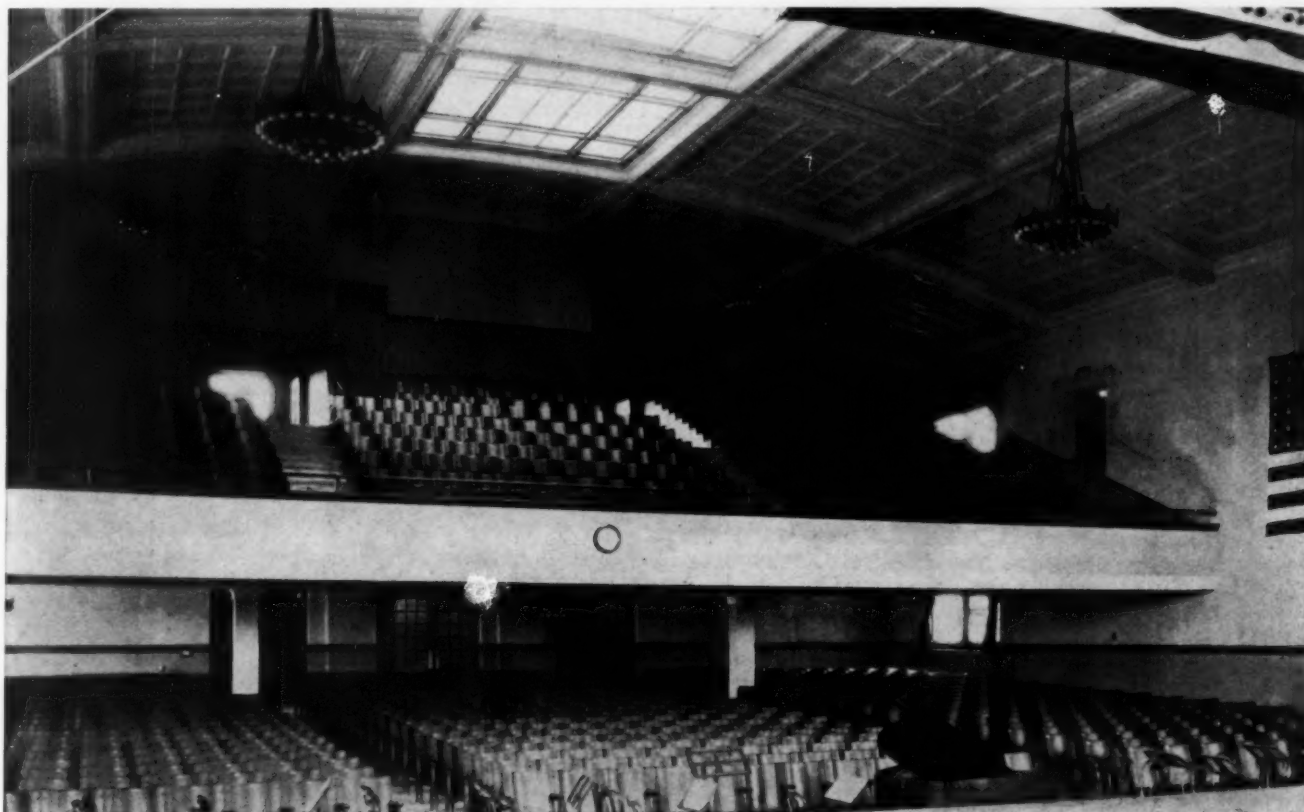
The auditorium and gymnasium occupy the remainder of this section of the building. These parts are accessible from the main building or may be entered separately from exterior entrances. A number of exits and stairs are provided for emergency.

The gymnasium is approximately forty-seven feet wide and seventy-three feet long, which provides for a basket ball court with ample side lines. By the use of two folding partitions twenty-two feet high and seventy-two feet long, the entire gymnasium may be opened so that the spectators in the auditorium obtain a perfect view of both baskets. In the future, the space between these two partitions will be used as a corridor connecting the two wings of the building. The flexibility of this plan is apparent. Under this arrangement

it is possible to use the gymnasium and auditorium separately and still leave an auditorium stage of sufficient size for ordinary requirements. However, by opening the front folding partition a stage of greater depth can be secured. By opening both partitions the entire gymnasium may be used as a stage.

The gymnasium floor is of maple and is laid out for basket ball, volley ball, indoor baseball, handball and other games. This room is equipped with a horizontal bar, jump stands, springboard, mats, dumb-bells and Indian clubs, wands, basket

plaster cornice, a wainscot blocked off with stone joints with buff plaster walls above, and a terrazzo floor in orange and black marble chips. The lighting fixtures are of colonial design to harmonize with the building. The trophy hall above the lobby serves as an entrance to the balcony. A men's toilet is provided adjacent to this room. A mahogany trophy case with plate glass doors and shelves serves as a repository for school cups and medals. This case is illuminated on the interior. On the walls of the trophy hall are hung school banners and pictures of athletic teams and other trophies.



*The auditorium from the gymnasium stage. Opera chairs are provided for 1,100 persons. The first floor is not only sloped but is also "dished" to each side.*

ball goals and volley ball outfits. From an overhead pipe construction, braced down from the trusses, are hung climbing ropes, a rope ladder and flying rings with a hoist to pull them up to the ceiling. The physical director's office adjacent to the gymnasium is equipped with a scale, game cabinets and other necessary furniture.

Entrance to the auditorium from the exterior is made through the colonnade on the portico where there are three entrance doors flanked by bulletin boards. The arched transoms are of leaded glass. These doors open into the lobby. At one end of the lobby are the women's coat room and toilet facilities. At the other end are found the ticket booth, men's coat room and stairs to the trophy hall above.

The lobby has doors and trim of mahogany,

The auditorium is approximately seventy-three feet wide and sixty-three feet deep exclusive of the stage. Opera chairs are provided for approximately 1,800 spectators. The end standards of these chairs have the school monogram cast in metal and finished in orange and black. The auditorium floor slopes toward the stage and is also "dished" to each side in order to give every spectator a perfect view of the stage and of both baskets during a game. The side walls of the auditorium are finished in warm tones of buff plaster which forms a pleasing contrast with the ornamented ceiling.

The folding partitions and all other doors and trim are of mahogany. The large chandelier and other lighting fixtures were especially designed for this room. The draw curtain on the stage is of



black velours with gold trimming. The valance of the curtain has the school monogram and also other trimming in gold. Similar draw curtains are provided for all of the auditorium windows to shut out the light when moving pictures are shown. At the rear of the balcony is the fireproof moving picture booth for picture machines and spotlights.

The stage is also equipped with a picture screen and a flameproof sateen cyclorama with border strips. This equipment is hung on lines and run to a pin rail so that it can be raised or lowered. Disappearing footlights are provided at the front of the stage. A switchboard at the right of the stage controls all of the lights in the auditorium and gymnasium and there is a similar switchboard placed in the picture booth for the same purpose.

#### *Exterior Is Done in the Colonial Style*

The exterior of the building is designed in the Colonial style of architecture and follows many of the interesting examples of this style still existing in the vicinity of Corning. The tower is reminiscent of the town hall towers of the early revolutionary days, one of the best existing examples being on Independence Hall in Philadelphia. The tower contains an automatic winding clock with four glass dials five feet in diameter. These dials are illuminated at night and the lights are automatically shut off when desired. An 800-pound bell tolls the hours and half hours.

The construction of the building is fire resisting, consisting of concrete foundation walls and concrete floors throughout. In most cases the concrete floors are covered with maple or mastic flooring. The walls above the ground floor are of brick and tile. The exterior brick is of the Harvard type so often used in the early colonial buildings. The portico steps, floor and window sills throughout the building are of stone. Columns, pilasters and trim are of buff terra cotta. The cornices and tower are of wood, similar to the construction used on Independence Hall. The roof is of Pennsylvania slate with copper flashings.

The interior trim is of mahogany, contrasting with buff plaster walls and cream ceiling. On the walls a buff colored plaster was used for the last coat, thereby eliminating the marks and scratches that appear on ordinary painted walls. Steel columns and steel trusses are used for the auditorium and gymnasium roof. The steel work is covered with precast lightweight concrete slabs. The building has slate blackboards throughout, steel toilet partitions, solid bronze hardware and three-coat finish and painting.

Heating is provided by low pressure steam boilers. The split system is used with direct radiation under the classroom windows. Ventilation is provided by the plenum system. Fans and ducts deliver the required quantities of fresh warmed air according to the state requirements. Automatic temperature regulation is provided throughout.

Plumbing was installed according to standard requirements. Brass pipe was used on the hot and cold water supply and acid resisting pipe leads from the laboratories. Vitreous china fixtures and the best quality of fittings were provided, to withstand hard usage.

The electrical work was installed in rigid metal conduits according to the code of the National Board of Fire Underwriters. A variety of outlets were provided for different uses and the lighting fixtures were included as a part of the contract. Other features of the electrical installation include a fire alarm system, automatic clock and signal system, intercommunicating telephones and provision for the installation of radio.

A bond issue for \$450,000 was voted for this complete project. The sum included not only the complete cost of the building and its equipment but also the cost of the site, landscaping, sidewalks, attorney's fee, architect's fee, printing of bonds and other contingencies. The bond issue also included the remodeling of the old high school into a grammar school and the installation of a complete new plumbing system in the old grammar school and other necessary repairs to the old buildings.

#### *School Built at a Saving of \$15,000*

The cost of the construction of the new school was as follows:

General contract .....	\$264,068.12
Heating and ventilating contract .....	35,416.00
Plumbing contract .....	20,040.00
Electrical contract .....	20,752.50

Total .....\$340,276.62

There are approximately 1,307,606 cubic feet in this building, which would make the cost of construction approximately twenty-six cents per cubic foot. The cost of the equipment was approximately \$40,000. After all costs had been taken care of the board of education had approximately \$15,000 left in the treasury.

The new Northside High-School building received third prize for the larger school buildings in a recent contest. Entries were made in this competition from all parts of the United States and the plans were judged by three of the outstanding architects of the country.



# What Qualifications Are Demanded of Teachers?\*

*Reference blanks and rating and promotion blanks in general use are as diversified as fancy can make them, the chief fault of both being their overcomprehensiveness and their involved statements*

BY CALVIN O. DAVIS, PROFESSOR OF SECONDARY EDUCATION, UNIVERSITY OF MICHIGAN

A MULTIPLICITY of types of reference blanks is in use, the 98 replies that were received from superintendents would indicate. Eighty-five systems sent samples of the blanks used for this purpose.

Some superintendents go into detail in their inquiries. Others are content with more general statements. Forty use what may be regarded as personal unstandardized forms. Various inquiries are made but no set replies are suggested. Ten others employ the form of a personal letter in which no specific questions whatever are asked, the recipient being permitted to state his views in his own individualistic manner. Each of these 10, however, does use a printed or mimeographed form for this purpose. Three individuals claim to have no form letter of any kind but in each case seek their information as the manner, circumstances and moods may determine.

## *Standardized Form in General Use*

On the other hand, 45 superintendents, or 45.9 per cent of all who reported, employ a more or less standardized mechanical form on which to secure data pertaining to the candidates who apply to them for positions. Twenty-seven of these ask that a check be made against certain items. These items are usually arranged in order, with five columns of qualities marked off at the right, such as best, above average, average, below average and poor, or such as superior, strong, average, doubtful, weak, or possibly such as excellent, good, moderate, slight, unsatisfactory. Fourteen request the underlining of certain descriptive words used to express quality. These descriptive words are similar to the ones used in the columnar form mentioned. Four other superintendents request the recipient to encircle numbers or letters that denote degrees of quality or proficiency. Except for the slight differences in arrangement, the three schemes mentioned here are similar.

In the range or scope of the information sought about each candidate and in the detailed character of the questions asked there are, however, conspicuous variations. A few content themselves merely by asking for information about the candidate which he may give in the way he thinks best. Others ask a few general questions only, possibly ten or fifteen. Others ask a number of general questions and then supplement these by an array of specific, detailed questions. Finally there are those who go into great minutiae on every point.

## *Similarity Is Considerable*

A considerable similarity is to be found in the kinds of information sought about candidates. The differences, however, are also conspicuous. Perhaps a rough grouping of items found on most forms might give the following categories: (1) personality traits; (2) character traits; (3) education; (4) teaching achievements; (5) professional attitudes; (6) social interests; (7) miscellaneous facts.

Each of these groups will be considered in some detail.

*Personality traits:* Just what constitutes personality none perhaps can say. Employing agencies, however, recognize its importance by including reference to it in their letters of inquiry. Thirty-six of the 85 blanks analyzed merely use the word, personality, and leave it to the person answering to interpret and apply the meaning of the word as he sees fit. Sixty-three of the 85 specifically ask about the personal appearance of the candidate, often coupling the query with the expression, taste in dress, or merely, dress.

Sixty categorically inquire about the applicant's health and vigor. Forty-seven ask if the candidate has any bodily defects, while 32 ask if he has any peculiarities of manner or expression that will tend to interfere with his teaching work. Twenty-one inquire about poise and self-control and 18 ask if the voice is pleasant, harsh or feeble. Nine wish to know the candidate's habits

\*Parts 1 and 2 of this article appeared in the January and February issues of *The Nation's Schools*.

respecting neatness, two his bearing, one his temperament, one his force, one his bringing up or home surroundings, and one asks, "Has he any display of nerves?" Clearly, some of the expressions used need defining and frequently the inquirer seeks to do this.

One superintendent explains personal appearance to mean a pleasing face and figure, a dress that attracts no attention and the sensible use of cosmetics. Another defines self-control as the ability to handle all situations that arise and maintain a well balanced poise. More commonly, however, the employing agent, instead of defining the terms he uses, gives the generic or general word followed by several explanatory terms which express its meaning positively and negatively. Self-control is explained thus: calm, optimistic, cheerful, adaptable, nervous, impatient, irritable, sulky. Additional inquiries that perhaps fall under this general classification of traits are: disposition, orderliness, sense of humor and cheerfulness.

*Character traits:* Fifty-eight of the forms examined contain the word character and moral character as a cue to securing responses from persons to whom candidates have referred; 58 also speak of the spirit of cooperation; 30 use the word, tact; 29 the word, loyalty; 25 the expression, initiative and resourcefulness, and 21 mention energy, optimism and enthusiasm. Other terms and expressions to be found are: industry, punctuality, carry responsibility, persistence, adaptability, reliability, temperament and inspirational power.

#### *Questions Relating to Moral Character*

Some school authorities inquire more particularly into traits or habits relating to moral character. Thus, two superintendents ask, "What is the candidate's general demeanor?" Six inquire, "What is the candidate's behavior away from school?" Two question, "What is the candidate's attitude toward the opposite sex?" One asks, "Does the candidate give due care to his or her reputation?" One asks, "What are the candidate's relations with pupils?" Eight merely suggest the question by using the word, discretion. On the other hand certain expressions appear to connote more of the intellectual qualities than the emotional ones. These include such questions as: Has he a judicial sense? What is his attitude in business dealings? What is his general intelligence? What is his intelligence score? Does he have common sense?

*Education:* Under the heading of education, 24 superintendents merely use the word, preparation, and expect the responder to elaborate as

he will; 66 ask definitely about the scholarship the candidate possesses; 14 inquire about the culture and refinement of the applicant; 26 ask what has been the applicant's professional spirit and interest; 20 ask if the candidate has capacity for growth, and 17 inquire respecting the candidate's use of English.

*General teaching achievements:* Under this caption a variety of questions is commonly asked. Twenty-one superintendents inquire in general terms about the success of the candidate; 12 request the recipients to give a general estimate of the candidate's achievements; 63 ask specifically about discipline; 59 inquire respecting the applicant's instructional skill; 11 ask concerning his power of management; 20 desire to know whether the individual prepares daily work carefully; 12 wish to be informed whether or not the applicant takes suggestions kindly; 2 others ask if the individual uses the suggestions made. Eleven inquire if the applicant is skillful in motivating work and six inquire if he gives attention to the individual needs of pupils.

#### *Discovering the Candidate's Interests*

Other queries asked here are: Is the candidate prompt and punctual in making up reports? Is he attentive to the room? Does he show an interest and ability in extra-curricular activities? For what types or grades of work is he best suited? Does he show evidence of a desire to improve? Does he have a professional attitude? Does he take responsibility for building up discipline? Has he ever failed of reappointment? Is he a leader? Is he willing to be supervised? Does he complain about extra work?

*Attitudes and relationships:* The following are the questions asked by various superintendents in their efforts to discover the candidate's interests and attitudes toward the school, the community, his fellow beings and in respect to professional questions generally: What is his attitude toward children? What is his understanding of children? What is his standing with pupils? Is he companionable with children? Does he take an interest in the physical welfare of the child? Is he interested in the life of children?

What is his attitude toward his fellow teachers? What is his attitude toward administrative officers? What is his influence on his co-workers? Is he companionable with his associates? What is his standing with his associates? Does he work harmoniously with his associates? Does he make any voluntary contributions to the school life? What are his ability and willingness to assist in the general affairs of the school? Is he willing to carry responsibility? Is he interested in the



community and its problems? Does he seek the cooperation of parents? What influence does he exert upon the community? What is his standing in the community? What is his standing with parents? What is his attitude toward work? What interest has he in new methods? What interest has he in teachers' meetings? What interests has he in professional literature?

*Effects of teaching:* While nearly every superintendent asks about the instructional skill possessed by the applicant, not many go into detail and inquire as to what the permanent effects of the teaching are upon pupils. A few, however, do. The following questions constitute the entire list of such inquiries to be found among the 85 forms examined (thirteen it will be remembered use no set forms). What is the effect of his teaching upon the growth and general development of children? (11) The moral habits of children? (10) The habits of industry of children? (5) The growth of pupils in knowledge and technique? (4) The promotion of self-control among children? (1) The attention and responsiveness of the class? (7) The responsiveness of children to his leadership? (1) The ability to awaken interests, ambitions and efforts? (4) The ability to arouse school spirit? (1)

*Social qualities:* No doubt for most superintendents questions relating to personality and character are intended to reveal at least some of the social characteristics of the applicant. However, frequently more explicit inquiries are made in this field. Thus, 14 individuals ask about the "social vision and background" of candidates. Eight ask, "To what extent does society take too much time and thought?" Six inquire, "What are the candidate's social qualities?" Six others ask, "What can you say of the social disposition of the candidate?" Eight ask, "Is the applicant socially discreet?" Two others phrase the idea thus, "To what degree does the applicant show good sense in respect to the customs and public opinion of the community?"

#### *Seeking the Basis of Judgments*

*Personal connections and predilections:* Superintendents in making their inquiries about candidates naturally desire to know upon what basis the judgments are built. They also like to know how the advocate would act under conditions similar to those in which the prospective employer finds himself. Consequently questions like the following are common: How long have you known the candidate? What have been your opportunities for observing the candidate at work? Would you yourself employ this candidate for a like position in your schools? Are there any

reasons why this candidate should not be considered for the position sought? Do you unqualifiedly recommend the candidate? Do you desire to retain the candidate? Why is the candidate leaving your system? With reference to culture, and refinement and manners, would you be pleased to put your own children under Miss Blank's influence?

*Miscellaneous inquiries:* While the items already mentioned for the most part constitute the typical sets of data commonly sought from acquaintances of candidates, a few other kinds of queries may be mentioned. Thus, eight persons only make any mention of church relationships, although two ask, "What can be said of the candidate's observance of the Sabbath?" One inquires whether the candidate "attends church regularly." Eighteen individuals ask, "What are the candidate's greatest elements of strength?" Nineteen ask about his greatest "weaknesses."

#### *Isolated and Unique Questions*

Other more or less isolated and unique questions found on the various blanks are as follows: Has the candidate ever shown any tendency toward extreme radicalism? Is the candidate brilliant or steady? Does the candidate profit from experience? Does the candidate have a professional vision? What is the candidate's general intelligence and acumen? What are the most unsatisfactory features of the candidate's work? The most satisfactory features? Can the candidate manage details? Has the candidate ability to create a working environment? What is the candidate's influence on the school atmosphere? Does the applicant use tobacco, liquor or narcotics in any form? Does the candidate get good results without friction?

The list continues: Is the candidate a prominent force for good with the student body outside the classroom? What personal interest has the candidate shown in the home conditions and neighborhood surroundings of the pupils? What use does the candidate make of scholarships? Does the candidate participate in school activities? Can the candidate's statement in regard to — be entirely relied upon? Has the candidate school spirit? Has the candidate originality? Has the candidate an easy and dignified manner? Is the candidate prudent in her daily life? Is the candidate a student or is she marking time? Does the candidate put school work first? Has the candidate initiative and driving force? Does the candidate command a wholesome respect from pupils?

Further inquiries include: Is the candidate prudent in talking about school affairs? Does



the candidate take advice gracefully? Is the candidate given to complaining? Is the candidate agreeable to work with? Is the candidate contentious? Does the applicant take advantage of all available means to promote professional growth? As compared with teachers whom you have known of the same general grade, would you rank this one in the highest 10 per cent, the next 15 per cent, the second 25 per cent, the third 25 per cent, the fourth 25 per cent? What is the candidate's attitude toward superiors? Is the candidate painstaking, earnest and conscientiously faithful in her work? Is the applicant pleasant and agreeable in voice and manner?

#### *Methods of Three Superintendents*

Finally, there are here reproduced excerpts from these blanks for the purpose of showing how clarity of terms and definiteness of meanings are sought by three superintendents. The first excerpt is comprehensive, the second relates to a limited group of items and the third concerns personal data only.

#### *Exhibit A*

.....has applied here for a position as..... and refers to you. We shall greatly appreciate it if you will fill out this form at your earliest convenience, answering all questions as you would have me answer them for a candidate being considered by you for employment. All information will be treated as confidential.

Sincerely yours,

#### Checking symbols:

S—Superior, upper 10%; G—Good, upper 25%;  
A—Average, middle 50%; P—Poor, lower 15%.

1. Character—cherishes ideals and standards.
2. Scholarship—scope and mastery of essentials in academic and professional subjects.
3. Skill in teaching—judge largely by results.
4. Health and physical vigor—free from chronic ailments
5. Personal appearance—pleasing face and figure, dress attracts no attention to itself, sensible use of cosmetics.
6. Self-control—ability to handle all situations that arise and maintain a well balanced poise.
7. Enthusiasm—alert and responsive, mentally keen
8. Tact—ability to handle all situations with skill and discernment
9. Decisiveness—ability to make decisions promptly
10. Sympathy—ability to appreciate the pupil's point of view.

11. Fair-mindedness—ability to forget self in interest of pupils
  12. Cooperativeness—with pupils, teachers and superiors
  13. Discipline—without apparent effort
  14. Leadership qualities—aggressive, self-confident, independent and possessing initiative.
  15. Resourcefulness—ability to turn an unexpected situation to good account.
  16. Faithful and trustworthy—dependable, reliable, with a sense of responsibility in relation to social and professional duties.
  17. Command of good oral expression.
  18. Social qualities—refinement, courteous approach and discretion.
  19. Sense of humor—open-minded appreciation of the child's reaction to all classroom situations
  20. What is basis of your judgment in above answers?
- Signed..... Address.....  
Position..... Date.....

#### *Exhibit B*

Please underline the word or phrase that you think best describes the applicant's qualities and abilities mentioned in the following list:

1. Instructional ability: weak, doubtful, medium, strong, exceptionally strong.
2. Personality: jarring, unattractive, medium, agreeable, highly attractive.
3. Cooperation: perverse, temperamental, medium, willing, eager.
4. Managerial ability: weak, doubtful, medium, strong, exceptionally strong.
5. Speech (English, voice, etc.): disagreeable, questionable, medium, pleasing, charming.
6. Scholarship: low, poor, medium, good, excellent.

#### *Exhibit C*

Please underline the words or phrases which best reflect your estimate of each quality listed:

#### Personal data:

1. Character: above reproach, questionable.
2. Appearance: very pleasing, neat, poor taste, unacceptable.
3. Bearing: decisive, neutral, indecisive, undignified.
4. Health: excellent, strong, good, sickly.
5. Tact: very tactful, tactful, acceptable, not tactful.
6. Fair-mindedness: unprejudiced, easily prejudiced.
7. Orderliness: very orderly, orderly, not orderly.
8. Cheerfulness: consistently good natured, easily depressed, melancholy.

9. Punctuality: always punctual, usually punctual, seldom punctual.

Certain formal items of course are also to be found on all or most of the blanks. Besides the introductory paragraph containing the request for information, space is commonly left for the signature of the person giving the information, together with his title and position. Most blanks likewise either state that the information given will be held strictly confidential or ask if it is desired that it be thus held confidential. Most blanks further provide space for remarks or urge the writer to use the opposite side of the sheet for more detailed and personal data than the formal items specify.

Many superintendents are extremely profuse and gracious in expressing their appreciation of the courtesy to be rendered, while others take particular pains to emphasize the idea that only frank, sincere responses are desired. Typical examples follow: "We shall esteem it a favor if you will answer the following questions." "Definite information from a reliable source is of much value, your estimate is especially requested." "Please indicate your candid opinion of this teacher." "Kindly favor me with an opinion of \_\_\_\_." "Especially would I appreciate a personal statement under 'Remarks.'" "We wish you would be frank with us as you would have us be with you if you were seeking such a teacher for your school." "I am sure you appreciate the importance of selecting for service . . . , I thank you for this courtesy and professional cooperation." "It will be of service to both the applicant and to us if you will . . . ." "Kindly give us your unbiased opinion." "We shall be grateful to you for this courtesy." "Thanking you in advance for this courtesy."

#### *Expressions of Appreciation*

Further examples are: "We shall appreciate having your most candid estimate." "In the interest of good schools we beg your candid and confidential opinion." "Please give me your best judgment in regard to this matter." "I shall consider it a favor if you will answer promptly and freely, stating strong and weak points impartially, and I promise that what you say will be held in strictest confidence." "I am ready to reciprocate the favor whenever I can." "General testimonials usually do not deal with the weaknesses of teachers but personal opinions are usually frank and fair, therefore . . . ." "If you will furnish the information requested, we shall be under many obligations to you." "I will be very glad to render a similar service to you if occasion ever arises." "A discriminating, full

and candid statement of facts will be appreciated."

Other outstanding expressions include: "You realize how important it is that we recommend for appointment only those of whose success there can be no reasonable doubt; therefore, will you please . . . ." "Will you please give us as full and frank statements of your opinion of this applicant as you would wish to have under similar circumstances." "You will confer a favor on us if . . . ." "You fully realize that one of the most important duties that devolve upon the superintendent is the selection of teachers. Will you kindly . . . ." "We know that you realize the importance of the questions asked on this blank and will give us a few minutes of your time." "As one interested in public education kindly . . . ." "I am sure you can appreciate the importance of selecting for service in our public schools only persons whose character, professional preparation, experience, and personality ensure success. Will you please . . . ."

#### *Efficiency Records or Rating Schemes*

Of the 110 superintendents from whom replies were received relating to efficiency record forms or rating schemes for teachers, 30 employ some kind of a semiflexible card; 10 make use of a letter form; 22 declare that they have no type forms and make no use whatever of formal rating devices, while 6 say they not only do not use rating schemes but are opposed on principle to doing so.

Of the 30 who make use of cards, 20 have cards 5 by 8 inches in size, two have cards 5 by 7 inches in size, six have cards 4 by 6 inches in size and two have cards 3 by 5 inches in size.

Considerable differences exist among the superintendents as to the data taken into account in rating teachers. A few merely ask principals and supervisors to give them a general estimate; a few ask for a checking against certain items of merit and then ask for a general estimate based upon the specific judgments.

Few, however, are as brief in their inquiries as these types suggest. Fifteen of the 30 forms examined ask judgments on from five to twelve fairly general groupings of qualities, such as personality, professional and social equipment, school management, technique of teaching, results, or personality, class discipline, technique of teaching, pupil-teacher cooperation, preparation of daily work, initiative, classroom management, social service, achievement of pupils, professional attitude, health, personal appearance, or vitality, general personality, dynamic personality, growth and progressiveness, team work, attitude toward



children, preparation, skill in control and management, skill in teaching (technique), and skill in teaching (results).

Ten of the 30 efficiency cards examined, however, provide opportunity for recording judgments on a fairly large number of specific qualities, although these are frequently grouped under a few generalizing headings. Five others call for specific data upon a number of qualities, but do not classify these questions. Of those that seek detailed judgments, 5 seek items on from eleven to twenty-five separate matters, 5 others seek judgments on from twenty-six to fifty items, 3 have from fifty-one to seventy-five questions or qualities to be considered, while 2 have from seventy-six to a hundred such topics.

Further, in securing judgments 24 use some form of a five-point scale to indicate degrees of difference, 1 uses a four-point scale, 2 use a three-point scale, 2 ask that the judgment be indicated by means of a graph and 1 merely asks the analyst to check against the various items.

The five-point scale provides for the degrees of highest, high, middle, low and lowest, although various forms are employed by which to do this. One superintendent appears to prefer the use of the digits 1, 2, 3, 4, 5; nine use descriptive words like excellent, superior, average, inferior, very inferior; 5 use the letters of the alphabet; 4 use letters of the alphabet and descriptive words, and 5 use figures ranging, for each step, from 0 to 50. The four-point scale has the classifications, excellent, good, fair, poor; while the three-point scale employs the divisions, satisfactory, more satisfactory, most satisfactory, or excellent, good, poor.

#### *Converting Judgments Into Points*

Only 8 of the 30 cards examined appear to convert their judgments into points. Four of these make 100 points the perfection limit, 2 use 900 as the ideal attainment, while one keys its findings to the pitch of 1,000. Where a point system is employed certain groupings of qualities are usually allotted greater values than are others.

Four of the 30 efficiency cards analyzed deserve special comment here, both because of the brevity of their inquiries and because of the directness of their recommendations. Thus Akron, Ohio, asks for no specific ratings and propounds but two questions, namely:

"Is work satisfactory? Yes, No. If not, is deficiency discipline? Yes, No. Name other deficiencies."

Then on the reverse side of the blank the supervisor is asked to state his recommendation of the teacher as follows: "Reappointment with more than the regular increase in salary." "Reap-

pointment with the regular increase in salary." "Reappointment without increase in salary." "Transfer to some other school or some other type of work." "Dismissal."

Flint, Mich., after requesting the interviewer or supervisor to rate the teacher on six named items and also in general, asks the simple question: "Is this a desirable candidate—yes or no?"

Trenton, N. J., requests ratings on four items and then asks, "Do you recommend retaining this teacher? A transfer? Increase in salary?"

Dubuque, Iowa, requests rating on ten items and then asks: "Is this teacher properly assigned?" followed by the statement, "Use other side for remarks and recommendations."

#### *Voicing Objections to Rating Forms*

The following quotations are taken from letters written by superintendents who are opposed to almost all rating forms:

1. We do not have a regular promotion form. Some years ago a form was used in our schools here, but the matter of rating was so intricate and involved that it was of little value. I should be glad to get hold of a rating form that would combine simplicity and ease in checking with real value in rating.—*Guthrie, Okla.*

2. We have no form on which the principals are asked to rate teachers. They are simply asked to rate teachers on the basis of skill in teaching, results, discipline, management, cooperation, growth and general estimate.—*Portsmouth, Va.*

3. We have no promotional rating sheets, since practically all salary increases are settled on the experience basis.—*St. Paul, Minn.*

4. We have no set system of promotion rating. If a teacher's work warrants her reappointment her salary is increased to a certain maximum.—*Hamilton, Ohio.*

5. We do not use or believe in formal rating schemes. Our system is still small enough—220 teachers—to make a personal contact with each teacher possible. We evaluate "general value to the school" as evidenced by leadership in extra-curricular work, personal interest in boys and girls, habits and attitudes, and influence on them in contacts outside classroom as much more deserving and worth while than the mere teaching of subject matter. This is a phase too frequently neglected by training institutions, since most college instructors seem to be primarily interested in subject matter.—*Green Bay, Wis.*

6. We have no promotion rating form, as we consider teachers' rating a piece of pedagogical damn foolishness.—*Eastern, Pa.*

*(To be continued)*



# Index Numbers for School Supply Prices

*Competent opinion seems to hold that no price advances in paper can be maintained even if they are put forward temporarily*

BY HAROLD F. CLARK, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, AND JOHN GUY FOWLKES, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN

**I**NSTRUCTIONAL supply prices are showing a slight tendency to increase. As would be expected, price trends on different instructional supplies show different tendencies in regard to price. Paper prices are not likely to advance greatly in the future. Although it is true the demand is heavy, productive capacity is far in excess of demand.

Supply prices that are based largely upon textiles are not likely to show any substantial advance immediately. Supplies that are influenced by the price of leather may show some tendency to advance, as there is evidence that there may be an advance in the price of the basic material.

The present opinion seems to be that chemical prices will hold fairly steady.

The price of metals has shown a tendency to advance for some time. There are good reasons for thinking this increase has about run its course

for copper and iron and steel and possibly other metals. Prices of supplies based upon wood or wood products are not likely to advance soon.

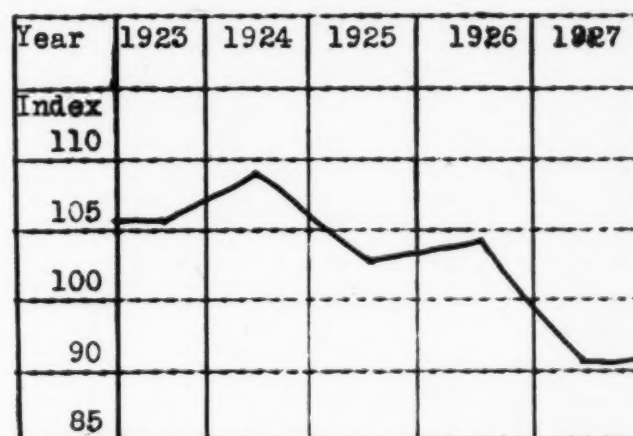


Chart 2. Annual index of the prices of instructional supplies.

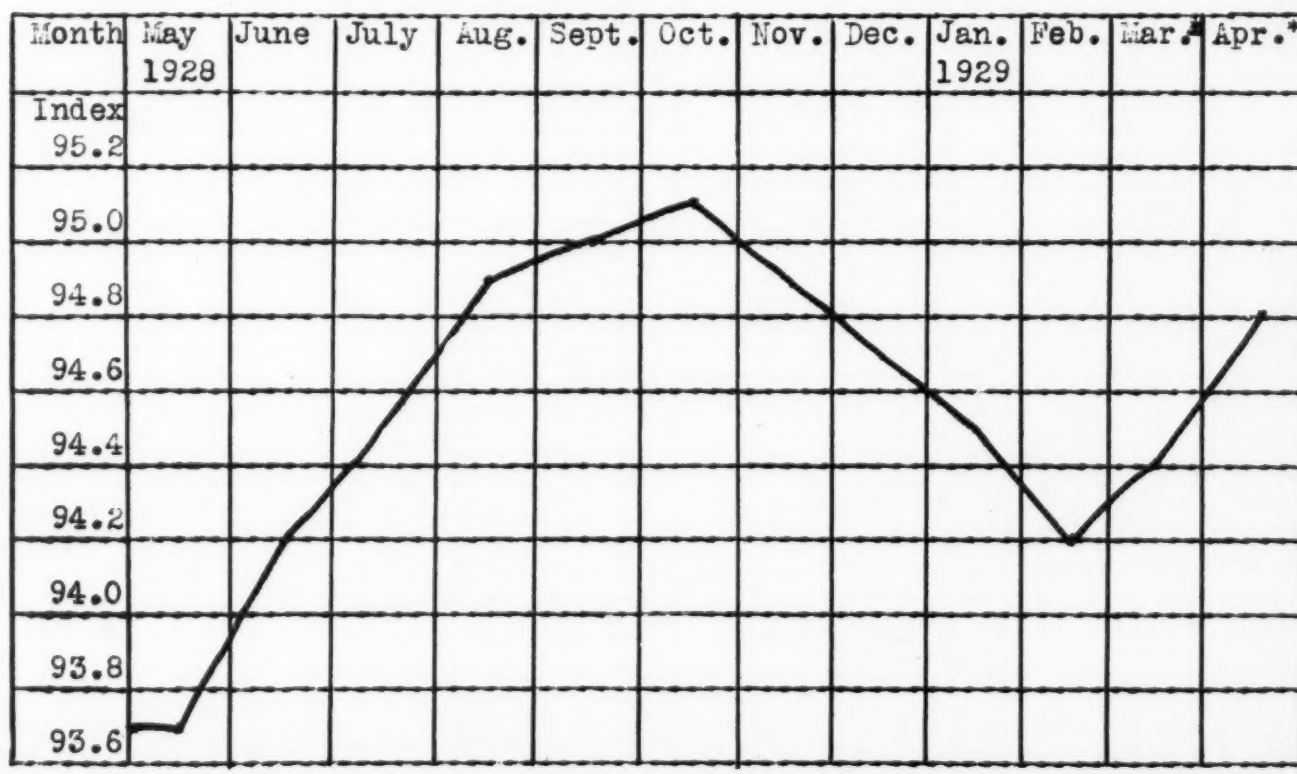


Chart 1. Monthly index of prices of instructional school supplies.

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## Editorials

### The Superintendency—a Learned Profession

TOO many people think that a superintendent of schools performs his tasks according to rule of thumb. They believe that he must be a good manager, and that he must understand how to keep the administrative machinery well oiled so that it will run without friction. They do not regard him as a learned man or a scholar. It is interesting and illuminating to hear uninformed people say that a college teacher must possess learning and scholarship, while a superintendent of schools need not and usually does not possess either, that all he needs is executive ability.

This tradition has persisted from earlier times when a superintendent of schools secured his position through accident or through political propulsion. In a state survey of education that was recently conducted, it was found that in some communities the superintendent of schools was selected because of the reputation he had acquired for accomplishing things. No attention was paid to his intellectual endowments or accomplishments. These communities were perpetuating a practice that was general twenty-five years ago. It has, however, been completely abandoned in most communities throughout the country to-day, although the belief still lingers on that a superintendent of schools does not need much learning in order to be an efficient administrator.

The view may be confidently maintained that a superintendent of schools in most communities to-day needs to know as much pertaining to his profession as does the lawyer, the doctor or the engineer. These reflections have been incited afresh by the examination of two books for superintendents of schools that have just come from the press of Ginn and Company. One of these books, of which Professor Reeder of Ohio State University is the author, deals with the business administration of a school system. Anyone, whether he be a school man or a layman, who will read this book will become convinced, if he is not already convinced, that no one can be responsible for the efficient administration of schools in an up-to-date community to-day who has not dealt deeply with the problems of efficient business administration. This is only a part, and really a small part, of his work as superintendent, but it is extremely important.

Anyone who regards the superintendency as a rule of thumb profession would be surprised if he could see how much is known about the business administration of schools and how much a superintendent ought to understand about business methods before he undertakes the task of superintending a system of schools. Even if the superintendent has an assistant who has charge of the details of business administration, the superintendent must know whether or not his assistant is employing efficient and economical methods. This book, it may be said in passing, is designed for students of educational administration rather than for general or cursory reading.

#### *Pupil Administration Important*

Another book, also from the press of Ginn and Company, has been prepared by another Ohio State University professor, A. O. Heck, and is entitled "Administration of Pupil Personnel." One might think from a reading of Professor Reeder's book that it would be enough for any one man to have charge of the business administration of a system of schools, but when he reads Professor Heck's book he sees that the administration of pupil personnel is of as great importance, to say the least, as the administration of the business affairs of the schools. If either one of them had to be sacrificed, probably the latter might better suffer than the former.

Professor Heck's book shows how far and how fast we have come during the last few years in giving intelligent attention to the problems of administering compulsory education, of securing attendance at school of all children of school age in the community, of dealing with child labor, of keeping proper records of pupils as they pass through the schools, of school census, of making reports of pupils to their parents, problems of marks, of failure in school, of age-grade progress in schools, of classification of pupils and of adjustment of pupils to school courses.

No longer can any of these matters be handled according to rule of thumb methods, and the superintendent who has not studied the problems critically before he assumes the responsibilities of the superintendency will meet many technical difficulties no matter how capable he may be as an executive and how facile and accomplished he may be as a mixer or as a politician.

Mention has been made only of business and pupil personnel administration. The most important task of all, educational administration, need be merely referred to here for the purpose of impressing the statement made at the outset, that the superintendency has become a learned and, it may be added, scholarly profession.

### Ability Grouping of Pupils

ASK a hundred teachers chosen at random whether the system of grading pupils in schools according to age has always been in vogue and most of them will say, "Why, yes, of course." It is taken for granted by most people that, whenever it is possible to do so, pupils should be grouped according to age in order to promote economy and efficiency.

But Doctor Coxe shows in his article, which appears on page 47, that the grading system, as we know it, is quite modern. He tells an interesting story concerning the preliminary experiments in grouping pupils on an age basis. Originally pupils were taught in an individual way. But when the numbers of children who entered school increased so greatly that individual instruction became impracticable, then gradually children of the same age were rounded up and taught together as a group. So it came about in due course that all six-year-old children in most communities constituted a grade, all seven-year-old children a second grade, all eight-year-old children a third grade, and so on.

Doctor Coxe recognizes the economic and educational problem of educating all the children in a community up to the age of fourteen at least. But he proposes a plan designed to group pupils according to ability rather than on the basis of chronological age primarily. Readers of *The Nation's Schools* cannot fail to be interested in the practicability and desirability of Doctor Coxe's plan. The pages of this magazine will be open to any school man or woman who wishes to discuss any phase of the Coxe proposal for solving the problem of grouping pupils partly on the basis of chronological age but principally in accordance with ability, so that children of superior intellectual endowment may have an opportunity to go forward in educational development as rapidly as they can, while the less well endowed children may progress as fast as their talents will enable them to.

#### *Tests Reveal Mental Ages*

In a survey of the schools of Mississippi it was found by tests in many hundreds of classes in all the grades of the elementary schools that while pupils were grouped according to chronological age they differed in mental age as much as ten or even twelve years, in extreme cases. In a fifth grade, for instance, pupils were found who had a mental age that would equip them to do work in the high school if they were permitted to go forward as rapidly as their ability would have justified. But in this same grade, working with these



advanced pupils, were pupils who on the basis of mental age should be working with first or second-grade pupils. What was happening in these schools was that gifted children were idle a considerable part of their time and were employing their wits to devise mischief rather than to acquire knowledge.

It can be said without hesitation that in any school in which there is no provision for ability grouping, pupils of widely varying capacity will be kept together in the same grade, and either the slow moving pupils will be more or less submerged or the more capable pupils will not be working up to their capacity and will be acquiring bad mental habits. This commonplace fact—commonplace in some communities but not everywhere—makes it imperative that such a plan as Doctor Coxe proposes for segregating pupils according to their ability to master educational work should receive critical consideration from all school people.

### When Doctors Disagree

IN THIS issue of *The NATION'S SCHOOLS* Professor Snedden discusses a subject that is perplexing most educational executives to-day. He advises that married women should not be permitted to teach in the schools.

In previous issues of this magazine other writers discussed this subject and spoke in favor of the married woman as a teacher. Readers of the magazine will probably take sides in the debate according to their personal experience or their philosophic conceptions regarding the place of woman, the home and the business career in present day society.

Possibly some readers will agree with Professor Snedden or disagree with him for reasons that have nothing to do with the efficiency or inefficiency of married women as teachers. Some may hold that married men who have families to support should be given preference over married women who ought not to be obligated to engage in remunerative work in order that they may secure maintenance for themselves and for their children. Others may hold that a woman, married or single, should be freely permitted to earn her living if she wishes to do so, and that it is not within the province of a superintendent or principal of schools, or of a board of education, to decide against married women on an economic basis.

During the last decade the question, "If a young woman teacher marries should she be continued in her teaching position?" has frequently come to the forefront of discussion. Women are

practically excluded from many medical colleges on the ground that they will marry sooner or later and that it is wasteful to train such persons for the practice of medicine when they will probably not utilize their training for more than a very short period.

Should colleges of education exclude young women on the same grounds? Every time that question has arisen during the last three or four years, young women have emphatically stated that they would go on with their teaching if they should marry while in service. Even if they should temporarily be incapacitated to teach by the arrival of children, they would as soon as possible return to the classroom and go on with their work. They would engage assistants to take care of the children while they were teaching. They think they would be happier working outside of the home and perhaps adding to the income of the family than they would be in devoting all their attention and energies to home duties.

This attitude is being taken by a large proportion of young women who are now preparing for teaching. And who shall say that they are wrong? Nobody has been able to show that a mother who has children is not as successful a teacher as a woman who has no children. And further, contrary to Professor Snedden's views, no one has yet shown that a woman who teaches does not make as good a mother as one who remains within her home constantly. There are those who say that a mother is refreshed by spending a part of every day in work outside of the home and that she can exert a better influence on her children by being away from them four or five hours every day, than by remaining with them all the time.

### *Caretaker May Help Child*

It may be that the training of a child is helped rather than hindered by having a caretaker in addition to a mother. If a mother would be happier following a profession other than or in addition to motherhood then she certainly would have a better influence on her children while she is with them. This problem, it can be seen, is a phase of a much larger problem which concerns the whole sociological and psychological situation and the profound revolution going forward in respect to the place of women in contemporary society and her own wishes and ambitions.

The debate as to whether or not the married woman should be permitted to teach in the schools emphasizes the fact that there are complicated questions in education that are being settled at present on the basis of opinion rather than of fact. Some problems pertaining to the materials

of education and methods of instruction and of discipline have been subjected to controlled investigation, and results have been secured that have a high degree of validity and practical value. But a problem such as is treated in Professor Snedden's article has not yet been and perhaps never will be brought within the range of scientific investigation, so that it can be established either that married women who have children achieve as high success in all respects in teaching as do unmarried women, or that women who teach make as good mothers as do women who do not teach, or that the economic welfare of a community is or is not disturbed by married women who are not discriminated against in their application for teaching positions.



### A Decaying Art

THE teachers in one of our great commonwealths are making a heroic effort to restore handwriting to a place of dignity and prestige among the studies of the elementary schools. Some of the older superintendents of the state remember the time when pupils had mastery of a magnificent style in penmanship, but they have observed that during the past two decades there has been a constant decline in the grandeur of pupils' handwriting until it has degenerated into a "sloppy scrawl," the phrase used by a superintendent who is disgusted with the exhibition of penmanship he finds in the schools as he inspects them.

In order to prevent further decay of the art of legible and pleasing handwriting in this particular state, the teachers have entered upon an elaborate program of drill on the elements of penmanship. The surveyors observed teachers giving instruction in handwriting and they were struck with the complicated system that was being taught. A handwriting specialist in the state had dissected every letter in the alphabet and had classified all the different movements essential to execute each letter. Then it was decided that the only way pupils could acquire good penmanship would be to learn to execute with facility each element in every letter.

Drill exercises are held every day. A teacher stands at her desk and exhorts and directs the pupils in their practice. Every movement necessary to execute each element in writing the letters of the alphabet is given a number, and the teacher counts, gesticulating at the same time, and the pupils write each element as its number is called. The penmanship period consists mainly in going through this calisthenic performance. When some

of the teachers were asked why they thought it was necessary to put pupils through such an elaborate technical drill every day, they replied that this was the only way to correct the tendency for pupils to "flatten out" in writing, until their penmanship became unsightly and undecipherable.

It was noted that pupils in these schools in their regular written work in languages, geography and other studies did not observe the rules and regulations in respect to penmanship that they practiced during the special penmanship period. The elaborate drill did not appear to have had much effect on the use of penmanship as a medium of expression. Some of the most faithful and successful pupils in the drill periods were not the most successful in the use of penmanship in their regular written exercises. They apparently regarded the work of the penmanship period as something more or less apart from the work of other periods, having an importance and a value of its own.

Ornate, elegant penmanship is a declining art and it is futile to try to restore it by an appeal to pupils' pride or by any kind of elaborate mechanical drill. Twenty-five years ago there was more leisure than there is to-day for the cultivation of a "fine hand." There was not as much writing to be done then as there is now. People did not live at as high a rate of speed as we do now and they could take time to be letter-perfect in their handwriting. In those earlier times pupils were exhilarated when their penmanship was praised, and almost anyone was pleased to have his friends speak of him as a "good penman."

#### *Now Condemn Ornate Style*

But all this sort of thing has apparently gone forever. We attach little importance now to beautiful, mechanically excellent chirography. Indeed, to write an ornate copy book style now would be regarded as evidence of a static, mechanical temperament. We have come to think that a dynamic individual cannot or will not restrain his flow of ideas sufficiently to write a beautiful style. We condemn rather than praise elegant handwriting because we believe that virile persons have no time and no disposition to attain mechanical perfection in penmanship.

Some studies have been made to determine whether university students who perform their written work with the pen produce as fresh and virile and connected content in their written exercises as do those who use the typewriter. Apparently the latter students are superior to the former in the content of their writing. Those who use the pen appear to be more inhibited. Their



expression seems to be conventionalized, inadequate and superficial. It is as though the pen, when compared with the typewriter, is something of a barrier to vitality and coherency in thinking.

Students have been asked to describe their experiences in writing with the pen as compared with the typewriter. The former is slower and more laborious than the latter. Taking 100 students who are facile on the typewriter and 100 who are facile with the pen, the majority of the former write more automatically than the latter. The mechanics of writing do not impede and disturb thinking as completely in the case of the typewriter as in the case of the pen. Undoubtedly there are exceptions to this but it appears to be the rule.

#### *Typewriter Is Better Medium*

This leads to the suggestion that in this age the typewriter is a better medium of expression than the pen, and pupils ought to be given an opportunity to learn how to use the typewriter. If children could begin early to master the technique of the typewriter, it would undoubtedly prove to be of advantage in cultivating freedom and naturalness in written expression. Further, it would benefit their spelling because the image of the printed word is established more easily and is retained more accurately and enduringly than is the longhand word. The child sees the printed word from twenty-five to fifty times as frequently as he sees the chirographic word. When he makes the word on the typewriter, watching it grow under his hand, the image of it tends to persist longer than when he observes the longhand word grow under his pen. Of course, if his written expression must be via the pen, then he ought to learn to spell through the pen, but this is a relatively laborious and wasteful method of learning.

One further point might be mentioned in favor of typewriting as compared with longhand writing. Everyone knows that a child tends to put more effort into writing with the pen than is actually required to manipulate it. He interprets the difficulty of accurate execution of the elements of the letters to mean that he must put great energy into the process. It becomes a crude muscular task for him. With a young child, the task of executing the elements of letters up to a high standard of perfection leads to the energizing of the whole nervous mechanism and this puts all his organism, which ought not to be active at all, into a tense and constrained condition. The control of a pen is strictly an acquired art, but striking the keys on a typewriter is more or less a natural process, much like the processes that must be performed in the ordinary activities of life.

## Does Anyone Know What Is Meant by "Culture"?

FREQUENT editorial reference has been made in *The NATION'S SCHOOLS* to culture as an aim of education. It has been pointed out that there seems to be little agreement among educational writers regarding the connotation of the term "culture." It has been suggested that a man might be considered cultured if he were harmoniously adapted to his social environment and if he were able to pull his own oar in life, so that he would not be a drag upon others.

Some correspondents have indicated that they would like a fuller description of "culture" as an aim in educational work. With a view to gratifying the wishes of these correspondents, there is reproduced below a definition of culture advanced by Professor Terpenning of the State Teachers College, Kalamazoo, Mich. The quotation is presented without comment, although it may be said that it has a certain modern flavor and is more detailed, specific and concrete than the definitions of culture found in most educational writings:

#### *Gives Modern Definition*

"What, then, is culture?

"It is to take off our shoes and tread with reverence the holy ground made sacred by the labor and suffering of the pioneer. It is to mingle our sweat with the sweat of the 100,000 slaves who toiled thirty years on the Great Pyramid in producing some work, tangible or intangible, which shall be of permanent value and help to preserve the sentiments and thoughts of the present for the future. It is to memorize a lullaby with which a hundred million mothers have crooned their babies to sleep. It is to appreciate a picture which detaches and lifts out of the confusing, distracting details of every-day life some great ideal. It is to let the dock laborer or the lumberjack introduce us to that multitude of homeless, wifeless, childless men who are ready to curse God and die. It is to walk in the streets with the throng, and to find the meaning of life, vicariously at least, through sharing their purposefulness, even their desperation. It is to have a religious experience so sound that the gates of hell and the ministerial association combined cannot prevail against it. It is to read history and literature, and study science and art, in such a manner as to find one's way into that great company, that apostolic succession of saints and martyrs, prophets and seers, tellers of tales and singers of songs, yes, and hewers of wood, and drawers of water, and diggers of ditches."



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## Your Every-day Problems

JOHN GUY FOWLKES, THE UNIVERSITY OF WISCONSIN, DIRECTOR

*This department will be devoted to an informal discussion of problems arising in the every-day life of principals and superintendents. The following discussions are based on answers to inquiries recently received by the director. Similar inquiries are invited and should be addressed to Dr. John Guy Fowlkes, University of Wisconsin, Madison, Wisconsin.*

### A Working Basis for Guidance in School

Several inquiries have been made during the last few weeks concerning guidance as a function of secondary schools. In discussions of the reorganization of secondary education, large space has been given to the problem of educational and vocational guidance. An organized form of vocational guidance is a new function in our American schools. The problem of vocational guidance is in the experimental stage, but sufficient progress has been made in the field to justify it as a very important part of our public-school system. The following outline<sup>1</sup> is offered as suggestive of some of the fundamental issues involved in guidance by high schools.

#### *Need and Function of Guidance.*

1. To prevent the social waste of unguided ability.
2. To provide during education "a life career motive."
3. To conserve human resources.

#### *Types of Guidance Considered.*

1. Educational.
2. Moral and social.
3. Vocational.

#### *General Objectives for a Guidance Program.*

1. General:  
To aid the pupils in the formation of ideals for making life adjustments.
2. Specific:  
To hold pupils in school.  
To secure information for the pupils to furnish bases for vocational interest and ambition, conduct choices and judgment and choice of studies to pursue during school years.  
To open up the utilitarian value of the various subjects in the curriculum.

To help pupils to realize their ability and to approach maximum use of that ability.

To furnish the teachers with information regarding pupils and conditions that will make for a better understanding between the teacher and the pupil.

To study school problems and practices suggested by the principal, superintendent and teachers.

To promote the interest of the public in the schools.

#### *Specific Objectives for the Several Types of Guidance.*

##### 1. Objectives of educational guidance:

To give information to pupils to help them choose courses and to plan their school lives with definite purposes and objectives in view.

To train pupils to make intelligent use of such information.

To assist individual pupils in solving personal problems in school.

To help make adjustments between teacher, curriculum and pupil needs.

##### 2. Objectives of moral and social guidance:

To develop ideals of conduct.

To furnish directions for leisure time activities.

To help pupils solve individual problems relating to school course, association between teachers and fellow pupils, and home conditions.

##### 3. Objectives of vocational guidance:

To help the pupil find his vocational niche.

To give the pupil "the life career motive."

To give the pupil educational guidance in the light of his chosen vocation.

To place the pupil at work after the termination of schooling.

<sup>1</sup> The material here presented is based on class reports made by graduate students at the University of Wisconsin.



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*Ways and Means of Attaining Guidance Objectives.*

1. Make a survey of conditions.
2. Determine problems definitely.
3. Providing special classes for guidance.
4. Use of teachers.
5. Use of citizens and community organizations.
6. Special classes for guidance.
7. Book lists and the library.
8. Class projects handled largely by the pupils.
9. Student council, studies, extra-curriculum activities.
10. Various tests.
11. Specially prepared counselor.

*Utilization of Tests in Guidance.*

1. The meaning of general intelligence:  
Abstract intelligence.  
Social intelligence.  
Mechanical intelligence.
2. The place of tests and measurements for guidance in the public schools:

How a knowledge of individual intelligence levels and of occupational levels may be used in the guidance of high-school pupils has been developed by Proctor. Approximate occupational intelligence levels, as determined by Army Alpha Scale, are as follows:

	<i>Median</i>	<i>Middle 50%</i>
Unskilled labor .....	35	21- 63
Semiskilled .....	42	23- 70
Skilled .....	61	26- 95
Business and clerical .....	96	58-145
Professional .....	140	98-184

In order to make use of this information: (1) classify all vocations under one of the five divisions; (2) measure the individual to ascertain in which occupational level his intelligence falls; (3) counsel, advise and guide the individual accordingly.

The foregoing information should not be used in a dogmatic way. There are so many abilities, capacities and traits that make for success in the various vocations that the basis of classification must be of a flexible nature. This basis of classification, however, can be used as a means of discovering the kinds of occupations that a high-school pupil would probably better avoid. It is useful also as a means of satisfying a counselor that a given pupil has the mental ability to engage in the occupation he has chosen, provided other necessary factors conditioning success are present.

*A Suggested Program.*

1. Determine occupational intelligence levels for various occupations.

2. Determine intelligence level of the individual to ascertain in which of the occupational levels his intelligence fails.
3. Hold personal interview.
4. Ascertain mechanical aptitude of the individual.
5. Administer trade tests. If the individual is found to be mechanically inclined, administer trade tests to determine the specific trade in the group in which he is apt to succeed. To guide a pupil into a specialized occupation requires a specified series of occupational or trade tests. The following trade and occupational tests are indicative of what is available in this field: Blackstone, Stenographic Proficiency Test; Seashores, Tests for Musical Capacity; Thurstone, Tests in Typing; Thurstone, Engineering Aptitude Tests; Warden, Test for Knowledge of Tools; Bengt, Test for Clerical Ability; Link, Office Employee Tests; Link, Factory Employee Tests; Link, Machinists' Tests; Link, Toolmakers' Tests.

Those engaged in vocational guidance in the public schools should attempt to add to this list of tests other trade, occupational and employment tests. Many industrial and manufacturing establishments have devised tests that will test the ability of the individual for the trade or occupation for which he has applied. These, however, are not available to the public school.

6. Administer educational guidance.
7. Provide for vocational training. The curriculum should be differentiated and reorganized, and provision made for the adequate training of the individual in the line of work that has been selected.
8. When training is completed, provide employment opportunity.
9. Systematically follow up each pupil sent into industry.

*Quality of Service Important*

From the foregoing data it is obvious that it is exceedingly difficult to place the different kinds of guidance within sharply delineated limits. Any form of guidance necessarily affects both the educational and vocational paths of those guided. The value of guidance lies in the quality of service rendered rather than in the particular way in which such service is labeled. Since guidance is still in the early stage of development, no claim is made for the exactness and perfection of the suggestions that have been made here. It is hoped that they can be used as a basis of departure.

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## Provisions for Unusually Capable Children

A superintendent in Wisconsin has requested suggestions as to how special provision may be made for the unusually capable children. The following material presents the most fundamental considerations of this problem along with the plans most commonly used.

### Need for Special Attention:

A considerable percentage of pupils can gain at least one grade in eight, where double promotion is encouraged, and still retain a high rank in their classes (25 per cent according to Keyes).

Loss of interest, misconduct and indolence are the results of giving inadequate work to bright pupils.

While few schools make suitable provisions, many superintendents are now emphasizing the need in their reports.

### *Difficulties Are Listed*

#### Difficulties to Be Overcome:

Absence of satisfactory systems of measurements with which to discover the really significant variations in ability.

Scarcity of studies of supernormal children. The Children's Institute at Clark University is a beginning.

The impression that equal opportunity means uniformity and the resulting reluctance to advocate or to allow distinctions among children.

#### Plans in Use in Elementary Schools:

Skippping classes to save time.

Minimum work system where bright pupils after finishing the minimum requirements are permitted to spend the remaining time either (1) upon work supplementary to the minimum, or (2) upon the work of the grade above. (Denver, Colo.)

"Double Tillage System," where the class covers the year's work in half a year, then repeats the work the second half-year. Only the exceptionally bright are expected to be promoted the first half-year. (Woburn)

Special classes to which bright children are sent either to gain time or to do more thorough work. (Baltimore, Md., Charlottenburg, Germany) The high-school preparatory classes are a common form.

Cooperation with outside agencies for the instruction of those showing genius in a particular field. (Munich, Germany)

Departmental teaching and promotion by subjects, used in many schools in the seventh and eighth grades. Used in Sheridan, Wyo., above the second grade.

Concentric method, where two or three groups

of each class are formed, the weakest of which satisfies only the minimum requirements for passing, while the others do more work but gain no time. (Santa Barbara, Calif.)

Method of short promotion periods, various classes advancing at different rates, thus permitting the frequent adjustment of work to individual pupils. The St. Louis plan promotes every ten weeks and the Elizabeth, N. J., plan sometimes as often as every five weeks.

Reducing the time for the regular completion of the elementary work. Kansas City, Mo., has seven years; Lead, S. D., has six years made up of eighteen quarterly terms and three half-year terms, the latter conducted on the departmental plan.

Parallel streams, or the Cambridge Plan, in which two or three classes progressing at different rates of speed are maintained throughout. Frequent points along the course are provided at which pupils may cross from one stream to another without loss of subject matter. (Odebolt, Iowa)

Individual instruction with no classes. (Pueblo, Colo.)

Special teachers to help either the gifted gain time or the slow to keep up to grade. (Batavia, N. Y.)

The Dalton Plan, the Miller Plan, the Winnetka Plan and the Scarsdale Plan are all plans under which the basis of differentiation is the individual pupil assignment and rate of progress. They propose to individualize instruction for all rather than to adapt it especially to any one group.

#### Plans in Use in High Schools and Colleges:

Promotion by subject is now quite general.

Graduation by credits instead of by years, which allows bright pupils to take more than the normal number of subjects and thus to save time.

Individual help in study with little group recitation.

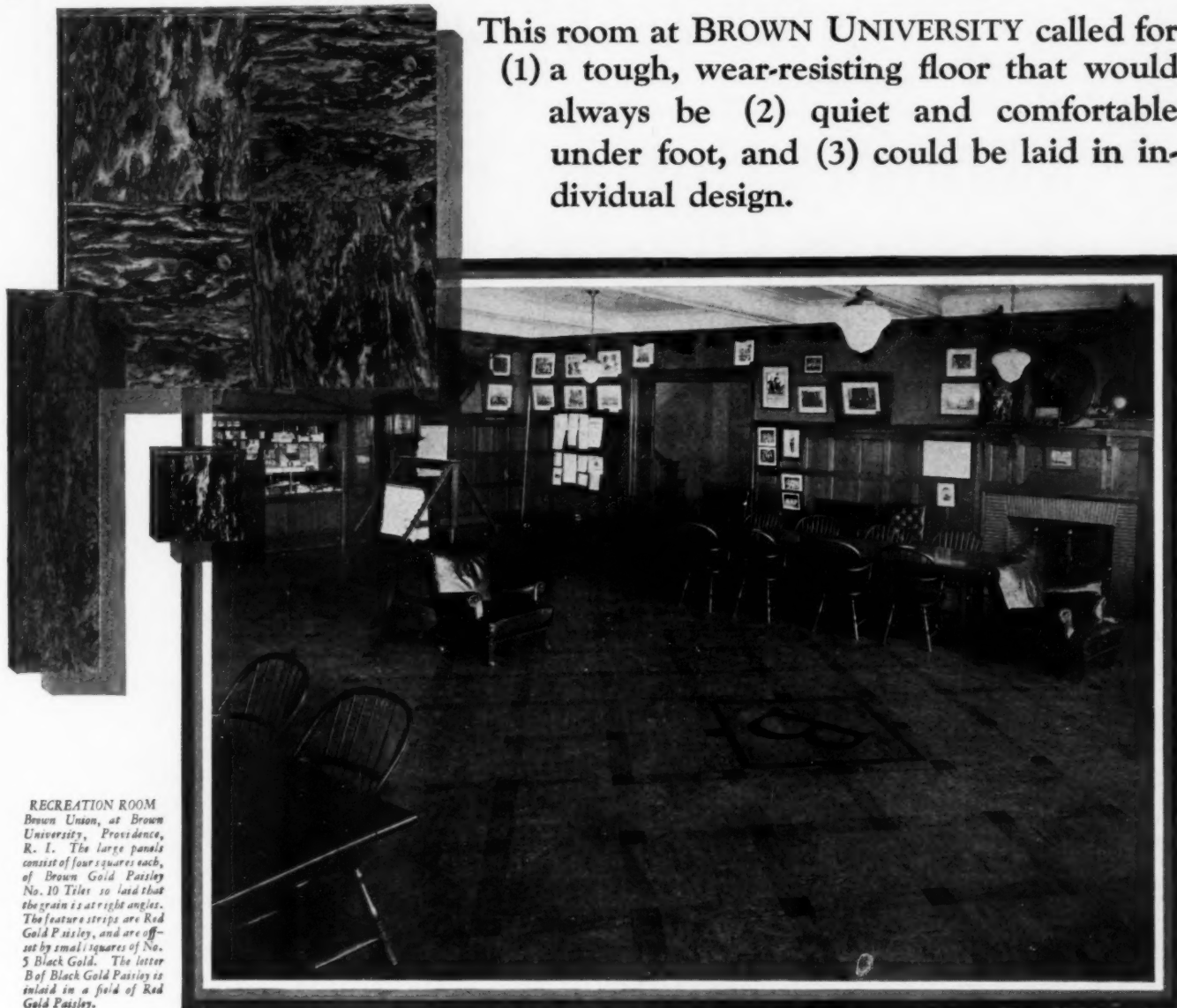
## Washington May Centralize All School Activities

The centralization of all school activities in each of the various communities of Washington, D. C., is now under consideration by school officials of the city, a recent report says. This plan, if successful, will mean the establishment of large school centers. A motorbus system for the transportation of pupils will also be required. Radical changes in the building program will be necessary, and many of the present buildings, now considered out of date, will be abandoned.



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## News of the Month

# Columbus Host to Public-School Business Officials, May 21-24

THE National Association of Public-School Business Officials will hold its eighteenth annual meeting at the Deshler Wallick Hotel, Columbus, Ohio, May 21 to 24.

Registration of delegates will take place on the afternoon of May 20, a reception for the delegates will be held in the lobby of the hotel followed by a "get-together" dinner at 6:30 o'clock. Those who will welcome the association members to Columbus are Howard Dwight Smith, W. N. Drake, Erdis G. Robinson and James A. Maddox, Columbus Board of Education, and G. E. Roudebush, assistant superintendent of schools, Columbus.

The convention proper will open at 9:30 o'clock, Monday morning. The president of the association, George King, clerk, board of education, Salt Lake City, Utah,



*George King, clerk of the board of education, Salt Lake City, Utah.*

will call the meeting to order and the Rev. B. F. Lamb, executive secretary, Ohio Council of Churches, will give the invocation. After a program of music arranged under

the direction of R. W. Roberts, supervisor of music, Columbus Public Schools, the Honorable Myers Y. Cooper, governor of Ohio, will give the address of welcome. Governor Cooper will be introduced by Warner P. Simpson, president, Columbus Chamber of Commerce. The response will be given by W. E. Record. Following the election of new members of the association and the approval of the minutes of last year's meeting at Denver, Colo., President King will give his presidential address. He will be followed on the program by Henry Huston, auditor, state department of education, Trenton, N. J., treasurer of the association, who will read the treasurer's report and John S. Mount, inspector of accounts, state department of education, Trenton, N. J., secretary, who will read the secretary's report.

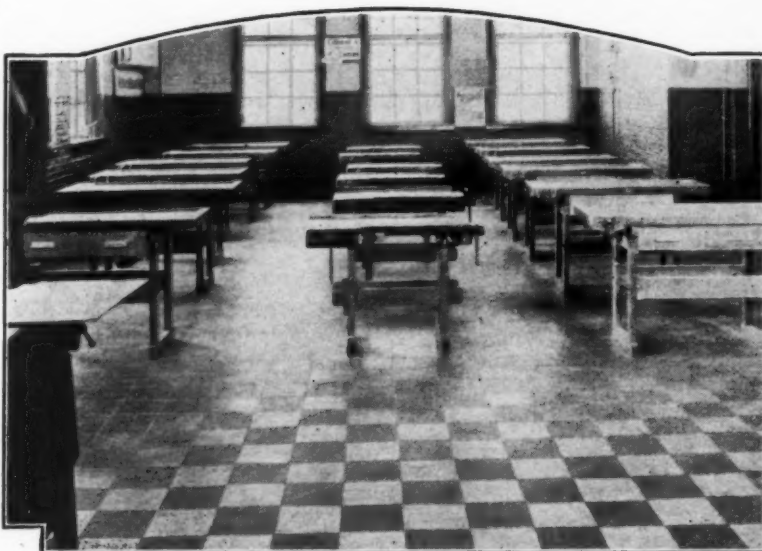
Only two papers are scheduled for the morning session, one by E. T. Stretcher, clerk, board of education, Portland, Ore., on "The Development and Use of a Detailed Budget," and the other by Russell E. Tilt, superintendent of buildings and grounds, Western Reserve Academy, Hudson, Ohio, on "A Study in Maintenance Cost of School Buildings—Contract Method *Versus* Regularly Employed Staff." An outline of the arrangements for visiting the schools of Columbus will be given by Howard Dwight Smith, architect, Columbus Board of Education.

Mr. Smith is also to open the afternoon session, which begins at 2 o'clock, with a paper on "Rehabilitating Obsolete Public-School Buildings." He will be followed on the program by the report of research committees which will be presided over by George F. Womrath, business superintendent, Minneapolis, Minn., chairman, committee on business research.

R. R. Ritchie, business manager, board of education, Atlanta, Ga., secretary of the central committee, will give the report of that committee. R. W. Adkisson, clerk, board of education, Okmulgee, Okla., is to give the report of the subcommittee on the training of public-school janitor-engineers. John W. Lewis, director of business management, Baltimore Board of Education, Baltimore, Md., will make the report of the subcommittee on the treatment and care of floors in public-school buildings. E. M. Brown, commissioner of supplies, board of education, St. Louis, will report on the selection, purchase, storage and distribution of public-school supplies. H. C. Roberts, secretary, board of education, Sioux City, Iowa, is to report on fire and other insurance for public-school property and R. L. Daly, auditor, board of education, St. Louis, on public-school pupil cost accounting.

Round table meetings will be held in the evening with those who gave reports in the afternoon acting as chairmen at the various conferences. The same topics as those reported on in the afternoon will be discussed at the conferences.

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City ..... State.....



## News of the Month

"Vocational Education," is the subject that F. B. Edmunds, board of education, Toronto, Canada, will discuss at the opening of the Wednesday morning session. Dr. E. E. Lewis, chairman, department of business administration, Ohio State University, Columbus, will talk on a phase of business administration problems and Howard A. Campion, principal, Frank Wiggins Trade School, Los Angeles, will tell about the Los Angeles school for janitors. Only one paper will be given at the afternoon session, that by A. S. McAllister, chief, division of specifications, National Bureau of Standards, on "Facilitating the Purchase of Specification Made Goods." Following Mr. McAllister's paper, association members will make a tour of the Columbus schools after which they will be guests at a picnic dinner to be held on the banks of the Scioto River.

A. H. Bell, auditor, board of education, Gary, Ind., is the first speaker on the Thursday morning program with the subject, "The Work-Study-Play Program of Gary and Its Cost." H. G. McGee, director, municipal research, Akron, Ohio, will follow Mr. Bell on the program with a discussion of the capacity use of school buildings. G. E. Roudebush, assistant superintendent of schools, Columbus, will speak on some practical economies in public-school administration, and Dr. P. C. Packer, University of Iowa, Iowa City, will speak on schoolhouse planning. In order to give the delegates an opportunity to inspect various types of buildings that have been rehabilitated, no session will be held in the afternoon.

### Banquet Thursday Evening

The annual banquet will be held Thursday evening, with Thurman Miller, editor, *Wilmington News Journal*, Wilmington, Ohio, as the speaker of the evening. Mr. Miller is well known as a speaker and as a writer and is often called the William Allen White of Ohio. The musical program for the banquet will be under the direction of Mr. Roberts.

"Keeping the Public Informed of Public-School Activities," is the first topic of the program for Friday morning and it will be discussed by Fred Charles, director, division of publications, Cleveland Board of Education. The only other speaker scheduled on this program is Frank Bruce, editor, *American School-Board Journal*, who is to discuss the future outlook in financing public schools. The question box will be opened at this session, and the delegates will also choose their meeting place for next year.

The afternoon will be given over to the hearing of reports: the report of the committee on nominations; the report of the committee on "The Handbook of Accounting," to be given by D. D. Hammelbaugh, business manager, board of education, Harrisburg, Pa.; the report of the committee on "A Uniform System and Cost Finding by the Several States," by J. O. Adams, business manager, state department of education, Dover, Delaware; a report of the committee on resolutions and the report of the committee on audit.

The meeting will close with the election of officers for the coming year. Present officers are: president, George King, clerk, board of education, Salt Lake City, Utah; vice-president, C. E. C. Dyson, architect, board of educa-

tion, Toronto, Canada; secretary, John S. Mount, inspector of accounts, state department of education, Trenton, N. J.; treasurer, Henry Huston, auditor, state department of education, Trenton, N. J.; executive committeeman, H. L. Mills, business manager, board of education, Houston, Texas.

## Williamsburg to Remain an Old Colonial Town

The coming of Spring weather is giving impetus to the work of restoring Williamsburg, Va., to the condition in which the Revolutionary residents knew it. Work has been going on throughout the winter on a small scale, under the endowment given by John D. Rockefeller, Jr.

It is planned to repair a number of the older buildings, destroy some of the new ones whose architecture differs from the old Colonial type, and to build others that will conform in design to the older buildings. The object of the program is to preserve the Colonial atmosphere of the town and thus to increase its historical interest. The exact cost of buying and reconstructing the town has not been determined, but the sum of \$5,000,000 is in hand for the work.

One of the reasons for the great interest shown in the work is the fact that Williamsburg is the site of William and Mary College, the first institution of higher learning in this country, and the birthplace of Phi Beta Kappa.

Among the new buildings to be constructed is a high school, which will cost about \$400,000. It will resemble in appearance the buildings of William and Mary College.

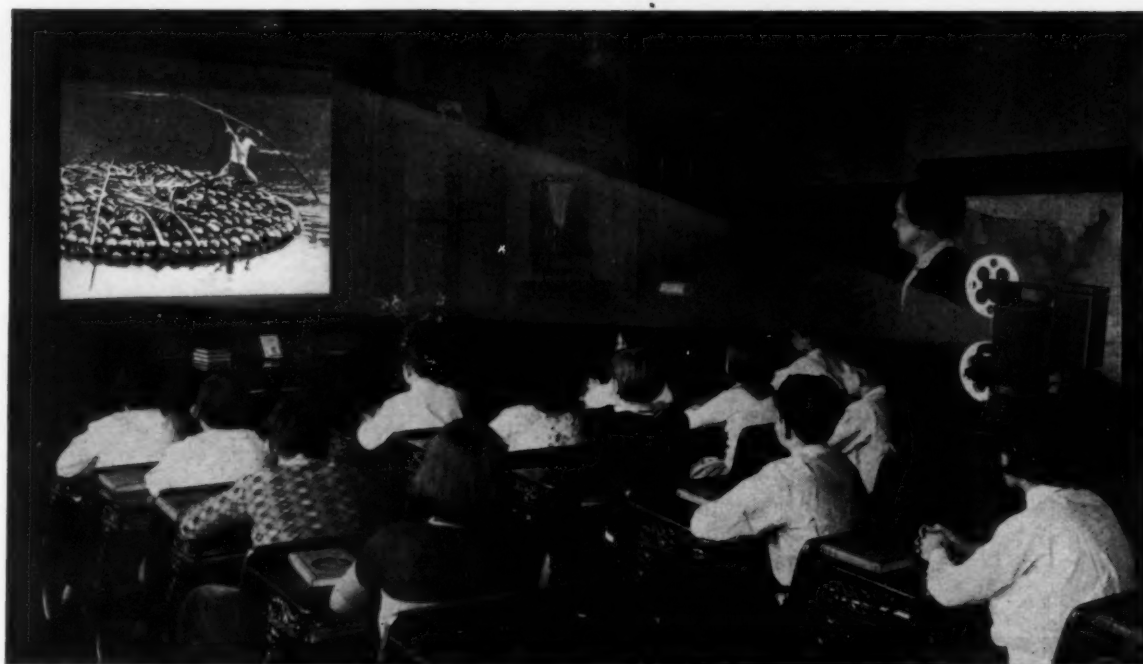
## Revised Charter Permits Floating University to Grant Degrees

According to an announcement in *School and Society*, certain revisions have been made in the charter of the Floating University which make it possible for that school to grant college degrees in connection with its work. The degrees to be granted during its first year under the new plan are bachelor of arts, master of arts and a new degree, bachelor of world affairs.

## Lay Cornerstone at New Wilson School

Woodrow Wilson was honored at the cornerstone ceremonies of the new junior high school, Camden, N. J., which bears his name. The occasion was attended by more than 2,000 people who heard Mayor Price proclaim Mr. Wilson as one of our greatest national characters and an inspiration to the youth of the country.

The building, which will cost about \$700,000, will be finished in October and, besides a large auditorium and outdoor gymnasium, will have accommodations for about 1,500 pupils. It will be faced with brick and limestone.



A FILM LESSON ON THE PHILIPPINE ISLANDS

## EASTMAN Classroom Films VITALIZE School Work

**B**ECAUSE of their content, their construction, and their manner of use, EASTMAN CLASSROOM FILMS arouse a healthy, questioning attitude in the pupil...an appetite for project work...a stimulation to further independent study. They VITALIZE SCHOOL WORK.

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These films embody teaching material of permanent value....material which is interesting and thought-provoking.

Practical educators coordinate it in such a way that it fits established curricula. Schools can use all or part of the ever growing supply of *Eastman Classroom Films* without in any way changing their

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## News of the Month

# "Education for a New World" Is Theme of Atlanta Convention

WHILE the National Education Association is holding its sixty-seventh annual convention in Atlanta, June 28 to July 4, the first informal Inter-American Conference on Education will be held in the same city on the same date. Twenty Latin American nations have been invited by Uel W. Lamkin, president, National Education Association to participate in the Inter-American Conference on Education which has been called with a view toward the establishment later of an Inter-American Federation of Education.

The first general session of the National Education Association will be held in the Atlanta Auditorium, Fri-

a barbecue given by the citizens of Atlanta. The third general session will be held in the evening and the program of this session is to be featured by Negro music which is being arranged by the National Association of Teachers in Colored Schools.

Churches in Atlanta and throughout Georgia will present the convention theme from their pulpits on Sunday morning. Vesper services will be held in the afternoon under the auspices of the National Education Association.

The first business session of the representative assembly will take place Monday morning, this to be followed by the fourth general session and the fifth general session will convene in the evening.

Combined meetings of the sixth general session and the representative assembly will be held Tuesday morning. These will be followed by meetings of departments of the association in the afternoon and the sixth general session in the evening.

The second business session of the representative assembly is scheduled for Wednesday morning, after which the seventh general session will be held. Departments will again meet in the afternoon and the eighth general



*Uel W. Lamkin, president, Northwest State Teachers College, Marysville, Mo.*

day evening, June 28. Chief among the speakers on this program will be William John Cooper, United States Commissioner of Education. The theme to be stressed at this session and throughout the convention is, "Education for a New World."

The second general session will be held on Saturday morning. The first luncheon of life members of the National Education Association will be held at noon, and in the afternoon visitors to the convention will be guests at



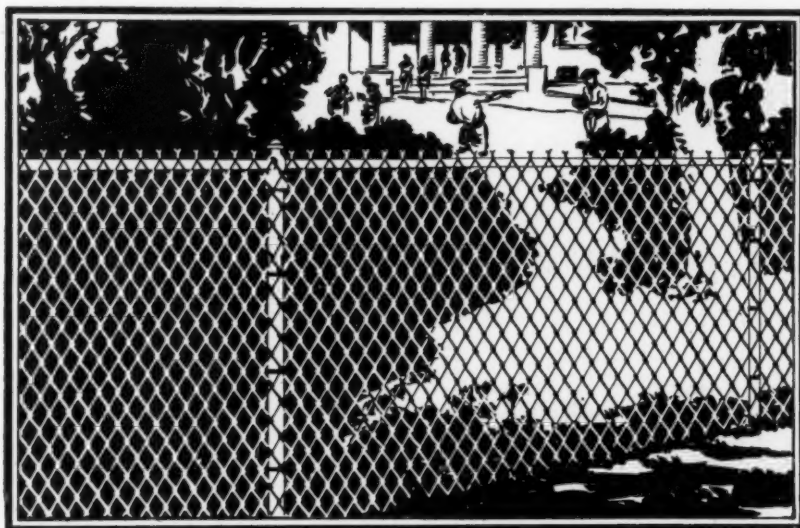
*William John Cooper, United States Commissioner of Education, Washington, D. C.*



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## profit from protection

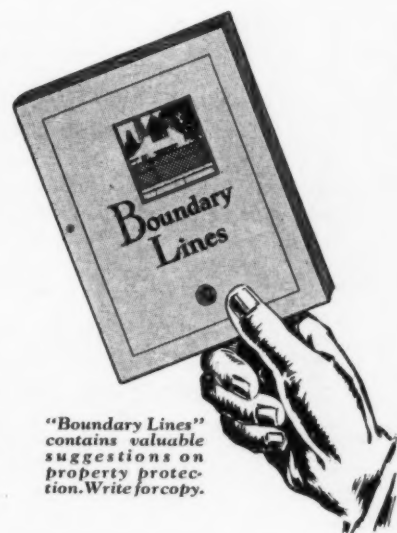


**"BOUNDARY LINES"**—a new book just off the press—gives valuable information on beautifying and protecting property lines. Also gives data on landscaping, use of various types of fence, planning for gates, driveways and walks.

Protect children . . . promote discipline . . . give added safety to property with a definite boundary line of Page Fence. There is a Page Fence expert near you—a local organization ready to give you complete service from first plan to final details of erection. Write for name, address and the valuable book "Boundary Lines". Write today. Page Fence Association, 215 N. Michigan Ave. (Dept. 75), Chicago, Illinois.

### ★ Investigate!

Page Fabric available in Copperweld non-rusting wire—no painting—reduced upkeep—lifetime service.



"Boundary Lines" contains valuable suggestions on property protection. Write for copy.

# PAGE FENCE

CHAIN LINK—GALVANIZED OR COPPERWELD / / ORNAMENTAL WROUGHT IRON

## News of the Month

session will close the formal program of the association.

Independence Day exercises will be held in the Atlanta Auditorium on Thursday, followed by adjournment. Adjournment on July 4 will permit teachers to attend summer schools or to take boats for the conference of the World Federation of Education meeting in Geneva, Switzerland, July 25 to August 3.

Those who are planning to attend the Atlanta convention and who wish assistance in securing hotel rooms should write to Fred Houser, executive secretary, Atlanta Convention and Tourist Bureau. Reduced convention rates of a fare and a half for round-trip tickets will be allowed by railroads. Railroad identification certificates may be obtained from the secretaries of the state education associations, the state director, National Education Association, or J. W. Crabtree, secretary, National Education Association, Washington, D. C.

### Work to Start on Bennington College for Women

Within a few weeks workmen will start clearing a tract of fifty acres at the foot of Mount Anthony, Bennington, Vt., where the walls of New England's newest women's institution, Bennington College, are to rise during the summer.

Before the autumn of 1930, when the first class of 110 girls is to be admitted, buildings valued at more than \$1,000,000 will have been constructed to house them and the equipment for the new venture in liberal arts education.

The first group of buildings, of which the plans have just been announced, includes the main educational hall, which will bring the administrative and teaching departments and the library under one roof; four dormitories, each of which will house forty girls and a few instructors, and the gymnasium. The president's house and the faculty club are already available.

Students will be selected on the basis of their entire school record and social history, supplemented by such tests, psychological and otherwise as the college authorities choose to give.

### Harkness Gives \$1,000,000 to Near East Endowment

The Near East College Association has announced in *School and Society* a gift of \$1,000,000 from Edward S. Harkness to the Cleveland H. Dodge endowment fund for colleges in the Near East. The fund when completed will provide a \$15,000,000 endowment for Robert College, American University of Beirut, Constantinople Women's College, the International College of Smyrna, American College of Sofia and Athens College, Greece. The gift is conditional upon the completion of the fund by July 1, the closing date set for the campaign. Three months are thus allowed in which to raise the balance of the endowment fund.

### Mrs. Susan M. Dorsey Is Honored in Cleveland

A memorable event of the Department of Superintendence program in Cleveland was the tribute paid to Susan M. Dorsey, retiring superintendent of the Los Angeles Public Schools, by the Associated Exhibitors of the National Education Association at their fifth annual banquet. More than 600 persons were present when Dr. Randall J. Condon, superintendent of schools, Cincinnati, and former president of the Department of Superintendence, presented the American Educational Award to Mrs. Dorsey.

The inscription on the award read: "Presented to Mrs. Susan M. Dorsey in recognition of distinguished service to American public education, by the Associated Exhibitors of the National Education Association, Cleveland, February 26, 1929."

In his tribute to Mrs. Dorsey, Doctor Condon read excerpts from letters praising the work of Mrs. Dorsey written by outstanding educators throughout the country. Other speakers included Edgar Guest, Detroit, Dr. P. P. Claxton, Tulsa, Okla., and the president of the National Education Association, Uel W. Lamkin.

### Progressive Institute Announced for Educators

A three weeks' institute in the principles and practices of progressive education will be conducted by the Progressive Education Association at Pennsylvania State College, July 1-19. It is open to teachers, principals, superintendents and others interested in the newer attitude toward childhood and in better schools, according to an announcement by the executive secretary of the association, J. Milnor Dorey. The courses carry college credit.

Topics for the sessions are: "The Principles of Progressive Education;" "The Progressive School in Practice;" "Development Through Expression." The instructors and lecturers are: Dr. W. Carson Ryan, Jr., Swarthmore College; Morton Snyder, Rye, N. Y., Country Day School; Stanwood Cobb, Chevy Chase Country Day School, Washington, D. C.; Rachel Erwin, Winbrook School, White Plains, N. Y.; Dr. Otis W. Caldwell, Teachers College, New York; Dr. Robert D. Leigh, Bennington, Vt., College for Women and Hughes Mearns, New York University.

### Hill School Gift Provides for Hobby Plan

Mrs. Alexander Hamilton Rice has made a gift of \$300,000 to the Hill School, Pottstown, Pa., for the purpose of erecting a general science building as a memorial to her son, Harry Elkins Widener who graduated from the school in 1903. The announcement is made by James I. Wendell, headmaster of the school.

# "Teacher's Pet is this modern floor!"



"Students attend to their lessons more readily when there are no distracting noises," says the teacher. "That is one reason why we favor modern linoleum floors."



Result of six-year test—Armstrong's Linoleum throughout new Portland Day Nursery.

**L**ITTLE children scuffling stamping, spilling things! No wonder that the kindergarten, before all other classrooms, must have a floor that gives the utmost service in wear, easy care, and cleanliness!

Officers of the Portland, Oregon, Fruit and Flower Mission Day Nursery think so, too. They gazed admiringly at the linoleum floor installed six years ago in the kindergarten where from seventy-five to ninety children have played contentedly. Found it quiet, sanitary, easy to maintain. Teacher's pet, in fact!

So they chose Armstrong's Linoleum Floors when they built the lovely new Day Nursery. The archi-

**So it seems in Portland's day nursery where the quiet, charming deportment of six-year-old Armstrong's Linoleum has won new floor installations.**

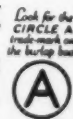
tect approved. Now all the floors are Armstrong's Taupe Jaspé . . . 700 square yards of modern linoleum.

Wear? They'll last a lifetime. Easy care? "I'm delighted with my Armstrong Floors," says the nursery superintendent. "We keep them in such fine condition by waxing and polishing with a motor-driven machine that washing is rarely necessary." Clean? The surface of Armstrong's Linoleum is sealed and protected by the new Accolac Process. No spotting! No staining!

Kindergartens . . . and grade schools, private schools, high schools, and colleges . . . find Armstrong's Linoleum just right wherever a modern,

durable, economical floor is needed. Attractive? There are hundreds of floor designs to suit decorative motifs and personal tastes.

Our School Service Department will give you personal attention in the selection of the correct colors and patterns. Ask also for a free copy of our 48-page book, illustrated in colors, called "Enduring Floors of Good Taste." Just write Armstrong Cork Company, Floor Division, Lancaster, Pennsylvania.



## Armstrong's Linoleum Floors for schools and colleges

PLAIN ~ INLAID ~ EMBOSSED ~ JASPÉ ~ PRINTED ~ ARABESQ ~ ARMSTRONG'S QUAKER RUGS



## In the Educational Field

RICHARD M. MOLL, supervising principal of schools, Spring Township, Pa., has been elected assistant superintendent of schools, Berks County.

LIVINGSTON SELTZER, superintendent of schools, Schuylkill County, Pennsylvania, suffered a broken arm and MARTIN FOYLE, assistant superintendent of schools, was killed, when an automobile in which they were riding skidded and struck a telegraph pole.

C. C. PEARSALL, formerly supervising principal of schools, Elizabeth, Pa., has been elected superintendent at Pitcairn, Pa. B. H. BYERS succeeds MR. PEARSALL at Elizabeth.

JOHN E. ERICKSON, formerly superintendent of schools, Portage Township, Mich., has been appointed to succeed THOMAS F. DAVIS to the superintendency at Hazel Park, Mich.

D. D. PUTNAM, for five years superintendent of schools at Freeport, Mich., has accepted a similar position at Caledonia, Mich. He will go to his new position early next year.

H. A. LITZNER has resigned his position as superintendent of schools, Concord, Mich., to accept a three-year contract for a similar position at Van Dyke, Mich.

R. E. LANE, for the last six years superintendent of schools, East Lansing, Mich., has resigned. His resignation becomes effective June 30.

JOHN A. CRAIG, principal, senior high school, Muskegon, Mich., has been elected superintendent of schools following the refusal of M. W. LONGMAN, who has served as superintendent for eight years, to enter as a candidate for reelection.

DR. SAMUEL E. WEBER, superintendent of schools, Charleston, W. Va., has been appointed associate superintendent of schools, Pittsburgh, Pa.

FRANK H. WOOD, for fourteen years director, school building and grounds division, New York State Education Department, has submitted his resignation to take effect on April 30. MR. WOOD has served in the education department for forty-six years.

E. W. PLEGGE, principal of the Franklin School, Belleville, Ill., since 1905, has resigned.

A. C. FRASER was elected superintendent of schools at Metter, Ga., following the resignation of W. T. KNOX.

H. H. ELLIS, superintendent of schools, Columbus, Miss., for the last eight years, has been elected superintendent of schools, Amory, Miss., to succeed J. F. EVANS, resigned.

W. C. STEBBINS, superintendent of schools, Grand Forks, N. D., died after a short period of illness. P. H. LEHMAN, principal of the high school, has been placed in charge of the school system temporarily.

DR. BELMONT FARLEY, a member of the faculty of the Western State Teachers' College, Kalamazoo, Mich., has

been appointed assistant director of the division of publications, National Education Association.

DR. NED H. DEARBORN, director of teacher training, New York State Education Department, has resigned his position to become director of educational extension, New York University.

FRANK H. WOOD, director, school building division, New York State Education Department, has resigned and will become an educational consultant.

A. J. STODDARD, superintendent of schools, Schenectady, N. Y., has resigned to become superintendent of schools at Providence, R. I. He will go to his new position in August.

DR. ROVILLUS R. ROGERS, for twenty-nine years superintendent of schools, Jamestown, N. Y., died after an illness of several months. He was connected with the schools at Jamestown for thirty-eight years.

HIRAM GOODRICH was recently elected superintendent of the fourth supervisory school district, Broome County, New York.

EDWARD D. MYERS, for ten years superintendent of schools, Catskill, N. Y., has tendered his resignation to take effect in August. He will retire from active work in the school field.

WILLIAM MCNEELEY, superintendent of schools, Robertson County, Tennessee, has been reelected. This will be his sixth two-year term as superintendent and his fifty-second year in educational work.

W. S. HEUSNER has been reelected superintendent of schools, Salina, Kan.

A. D. ZOOK, head of the Wellington, Kan., schools, has resigned his office to enter the business field. He will be succeeded by A. M. MCCULLOUGH, Paola, Kan.

E. B. ALLBAUGH, formerly principal of Clay County High School, Kansas, but recently engaged in business at Concordia, is returning to educational work as superintendent of schools at Concordia.

DONALD W. MACKAY has been reelected as superintendent of schools in Raton, New Mexico.

HOWARD G. SPALDING, principal of the Ticonderoga High School, Ticonderoga, N. Y., for the past four years, has resigned his position there to accept the principalship of the Junior-Senior High School, Balboa Heights, Canal Zone.

HAROLD MILLER has been appointed superintendent of schools at Farnhamville, Iowa. MR. MILLER, a graduate of Des Moines University, has been principal of the high school, Glidden, Iowa, for the past two years.

C. W. WOTRING has been elected district superintendent of public schools, Nesquehoning, Pa. This action makes Mauch Chunk township school district an independent township.



## Keeping **CUCARACHAE\*** Out of the Classroom

There's nothing that gives a school building, be it ever so modern, such a bad name as the presence of cucarachae\*.

Once the news becomes bruited about that a school has cucarachae\*, mothers become indignant, fathers abusive and the poor schoolboard gets all the blame.

From a sanitary point of view the presence of cucarachae\* in a school building is unthinkable. From an economic viewpoint it is plain bad business, for the little toddlers have a way of destroying things that plays havoc with depreciation and upkeep.

Foresighted schoolboards can effectively keep cucarachae\* and other orthopterous insects away from their schoolbuildings by specifying W. & J. Sloane Linoleum for floors. It is the wide open spaces of improperly covered floors that

attract insects and provide hiding places which defy the most drastic methods of eviction.

The super-smooth surface of W. & J. Sloane Linoleum, obtained by double-waxing at the plant, not only makes this floor covering exceedingly unpopular with insects of all kinds but makes it possible for the linoleum to be used as soon as laid and adds to the wear no end.

School officers and members of school boards will find many other reasons — sanitary, economic and decorative—for using W. & J. Sloane Linoleum, in our book: "Linoleum —What it is—How it is made in the W. & J. Sloane Plant". We will gladly send you a copy on request. W. & J. Sloane Manufacturing Company, Trenton, New Jersey.



\*Vulgarly known as cockroaches.

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# W. & J. SLOANE LINOLEUM

## News of the Month

### Robert Hutchins New Head of University of Chicago

Robert Maynard Hutchins, dean of the law school at Yale University, has been appointed president of the University of Chicago and will assume his new duties July 1. He succeeds Dr. Max Mason, who resigned last June to become director of the division of natural sciences of the Rockefeller Foundation.

Mr. Hutchins, who is 30 years old, is the youngest man ever appointed to the presidency and will be the youngest head of any major American university.

Mr. Hutchins was graduated from Oberlin Academy in 1915, then went to Oberlin College for two years. In 1917 he went into ambulance service in the World War, serving with the Italian army in 1918-19 when he received the Italian government decoration for bravery under fire. After leaving the service in 1919 Mr. Hutchins entered Yale University, receiving his A.B. degree in 1921. In 1923 he became secretary of Yale, a position he retained after he was graduated from the law school in 1925, and during his professorship in the law school. When Dean Thomas W. Swan of the law school was appointed to the Circuit Court of Appeals, Mr. Hutchins was made acting dean and shortly afterward was appointed dean.

### Northwestern Receives \$8,000,000 Endowment for Liberal Arts

The largest single endowment ever given to Northwestern University, Evanston, Ill., amounts to \$8,000,000. Plans are now under way to utilize this fund in building the most outstanding undergraduate school in the West, according to the statement of Robert W. Campbell, president, the board of trustees, published in the *Journal of Education*. News of the endowment was made public with the filing of the will of the late Milton H. Wilson, a clothing manufacturer living in Evanston. The fund is to be used exclusively in developing the college of liberal arts, the announcement states.

### Educational Research Fund to Be Established

Honoring the memory of the late Dr. Edward W. Stitt, a memorial research fund will be established by the Edward W. Stitt Memorial Association, in the school of education of the College of the City of New York, where Doctor Stitt was associate superintendent, according to an announcement in *School and Society*.

Administration of the fund, which now amounts to \$4,737, will be placed in the hands of a committee of three consisting of the president of the College of the City of New York, the dean of the school of education and the president of the association, Dr. Joseph H. Wade. Several teachers in the New York City school system who have chosen for research, problems of special value to current educational practice, will be selected by Prof.

Paul Klapper, dean of the school of education, to carry on the work. The income of the fund will enable the college to publish the results of these studies.

From the fund a sufficient amount will be retained by the committee to defray the expenses of placing a bronze tablet in memory of Doctor Stitt in the Edward W. Stitt Junior High School, now in the course of construction.

### New \$850,000 Building for Spence School Is Started

Work on the new building for the Spence School for Girls, New York City, has been started and in six months the school will occupy its new \$850,000 structure. The building will be of Harvard brick and in the Georgian style of architecture. When completed it will accommodate sixty resident students and 300 externs.

The new school will offer girls a complete education from kindergarten to college. Included in the plans are a modern gymnasium, laboratories for chemistry, physics and biology, a large art room with a spacious north studio and an adjoining room where pupils can paint, model in clay, print, sketch, make costumes for plays and even tool leather. There will also be a waiting room for governesses who call for the younger children.

Another feature of the building will be the school bank with its grilles, long desks and general equipment giving the appearance of a savings bank. Here students will be taught to balance accounts and budget allowances.

The fifth to the ninth floor of the building will contain cubicles for the resident students.

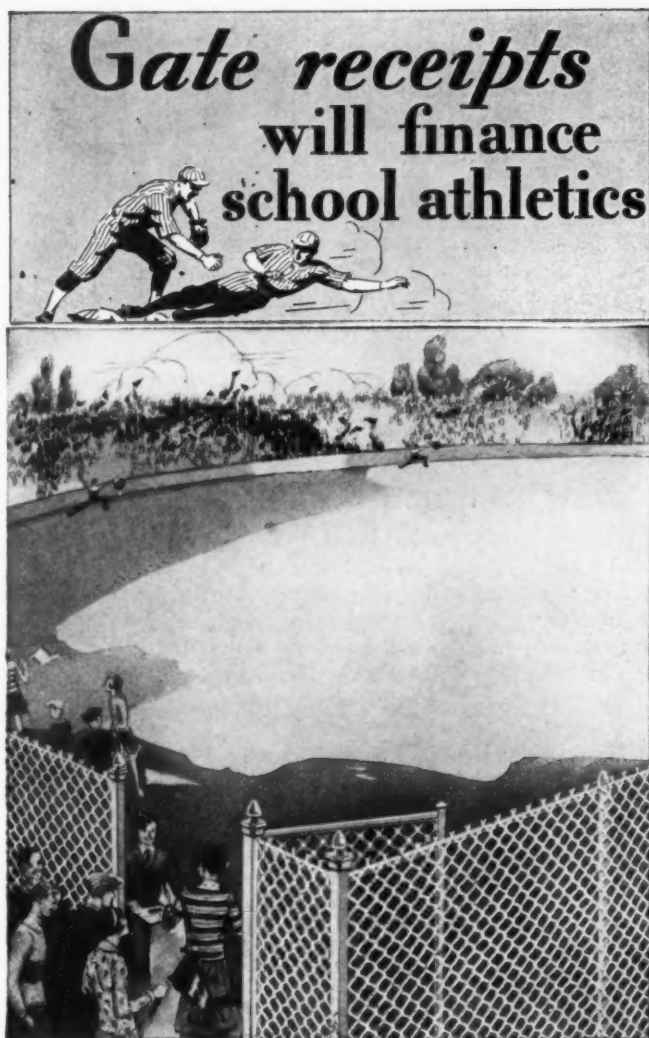
### Board of National Education Appointed in Portugal

To collect the necessary elements for a scholastic revival in Portugal, particularly for the development of the higher educational courses, a board, or "Junta," of national education has been established, the *Christian Science Monitor* announces.

The board comprises twenty-one members, including professors from the three universities of Portugal—Coimbra, Lisbon and Oporto—nonuniversity professors, members of scientific corporations, men of letters and others. The decree establishing the board lists some of its functions as follows:

To help all culture in the sciences, independently of the official institutions for instruction and investigation already in existence; to improve the professional staffs in the higher colleges; to perfect and bring to the front men of average intelligence; to send competent persons to educational and cultural centers in other countries for the purpose of establishing relations with such circles for the benefit of the intellectual progress of the Portuguese nation. It will also create missions for instructive ends and subsidize the publication of works of a scientific nature.





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**P**ROPERLY coached, well-equipped athletic teams are a distinct asset to any school. Athletic events not only develop a spirited student body, but promote a closer understanding between the school and the citizens of a community.

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A fourteen-inch globe so durable and light in weight the smallest children may handle it easily and safely. It is no heavier than a basketball.

A perfect medium for visualizations in chalk. Chalk marks and dirt are removed with a damp cloth. Shaded continents with islands, principal lakes and coast-lines vividly printed on black constitute a complete but simplified background.

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Complete with standard, permanent box, and colored chalk assortment .....\$7.50

Plain GARRIGLOBE without map .....\$7.00  
(Suggested for classes in mathematics and astronomy)

*Descriptive literature on request*

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## News of the Month

### Comparative Study of Survival Rates Is Made

A comparative study of enrollment and graduation figures showing the survival rates of pupils entering the public schools throughout the country has been made by Frank M. Phillips, chief of the Division of Statistics of the U. S. Bureau of Education, according to an article in a recent issue of *School and Society*.

The study covers the eight-year period from 1918 to 1926. Of every 1,000 pupils reaching the fifth grade in 1918, the report shows, 634 reached the eighth grade, 342 entered the high school and 139 were graduated. Since then the number enrolled in the early grades has decreased slightly, while the number in the upper grades has increased considerably. In 1918 the public high schools enrolled 1,933,821 pupils, and in 1926 they enrolled 3,757,466, not counting junior high-school pupils below the ninth grade. This is nearly twice as many.

Making allowance for duplication, the report for 1928 estimates that of an original 1,000 entering the public schools for the first time, 957 reach the sixth grade, 795 reach the seventh grade, and 720 reach the eighth grade. No data are available concerning the number of pupils who complete the work of the eighth grade.

Of the original 1,000, the 1928 figures show 605 entering the first year of high school, while 432 reach the second year, 321 reach the third year, 262 reach the fourth year and 247 are finally graduated from high school.

### Building Program Authorized for Alabama Normal Schools

Construction of eleven buildings at five of the Alabama state normal schools and the purchase of sixty-five acres of land for the campus addition to the Jacksonville State Normal School were authorized recently by the Alabama State Board of Education.

The new buildings, calling for an expenditure of \$2,000,000, will include classroom and administration buildings at each of the four normal schools for white pupils, the administration building at the normal school for Negroes at Normal and the girls' dormitory at the Negro Montgomery Normal School.

The board also adopted plans for improving and beautifying the campuses at the normal schools.

### Night-School Classes Attract Farmers of Iowa

For regular organized class work in vocational agriculture, more than 1,200 Iowa farmers are attending night schools in thirty-four communities this year, according to a report published in a recent issue of the *Journal of Education*.

The night schools, which have developed from the ag-

ricultural extension work, have been made possible as a part of the Smith-Hughes vocational agriculture work, declares F. E. Moore, director of the board for vocational education. The "classes" consist of a series of twelve to fifteen meetings, usually two a week, under the direction of the local teacher of vocational agriculture. The students may choose their subjects from the various courses offered. Discussion predominates in the meetings.

### New Addition Nears Completion at St. Joseph's College

A new college building to enlarge the present quarters of St. Joseph's College, Brooklyn, N. Y., is rapidly nearing completion. The building, one of the finest of its kind in that vicinity, will relieve the overcrowded conditions in the college. The cost of the addition will be about \$500,000.

The building has twenty-two classrooms, a class study room for the students in each grade, a number of lecture rooms and three laboratories for chemistry, physics and biology. The new auditorium seats 700 persons and special attention has been paid to stage and lighting fixtures.

### Woman Elected Superintendent of Reading, Pa., Schools

Amanda E. Stout, who has served the schools of Reading, Pa., for forty-seven years as teacher and supervisor, and is now assistant superintendent of schools, has been elected to the superintendency to succeed Landis Tanger, the *Pennsylvania School Journal* states. Mr. Tanger retires September 1 to become president of the Teachers' College at Millersville, Pa.

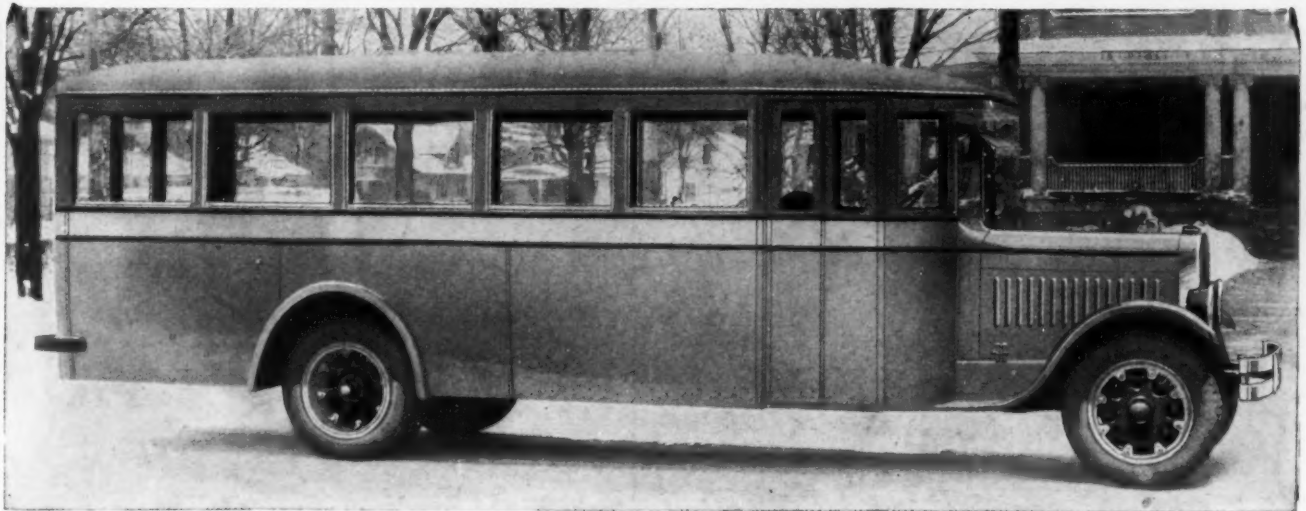
Miss Stout, who is the first woman to be elected superintendent of the Reading schools, plans to continue in service until July 1, 1930, when the term for which Doctor Tanger was elected expires. Miss Stout has announced that she will retire from active school duties at that time.

### Undertake Extension of Moro School as Memorial

As a memorial to its founder, the late Bishop Brent of Western New York, the Moro Educational Foundation on the Island of Jolo in the Philippines will be extended and perpetuated by a memorial committee, the *Journal of Education* states.

General James G. Harbord, acting as temporary chairman of the committee, announces that General Pershing has been asked to head the memorial group.

The school, financed by voluntary contributions, is conducted entirely as an educational project and does not interfere with the beliefs and customs of the Moros, according to General Harbord.



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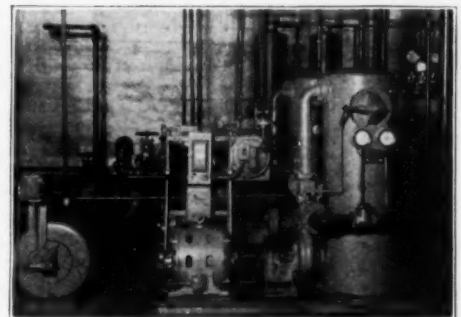
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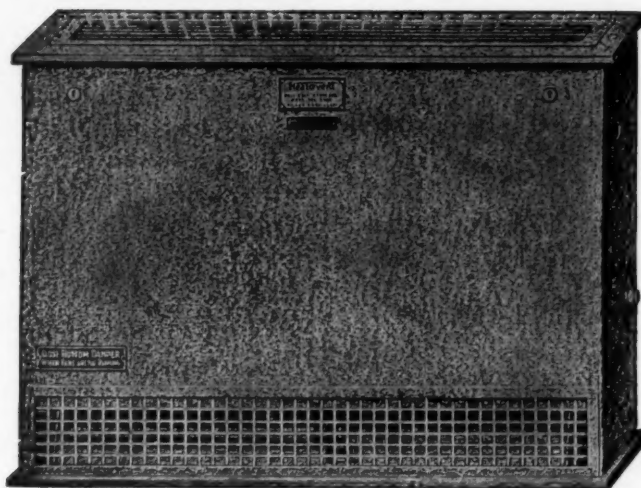
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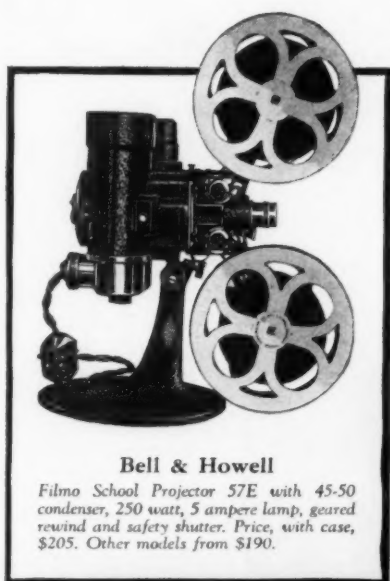
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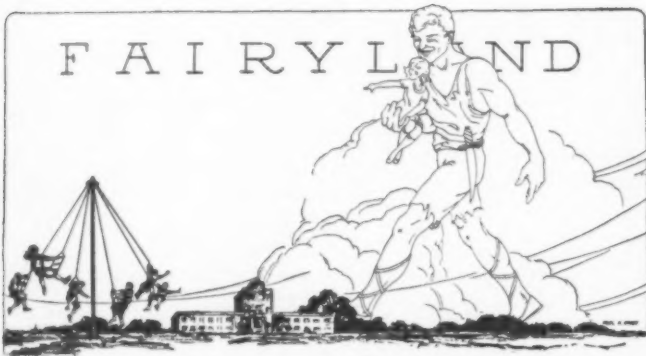
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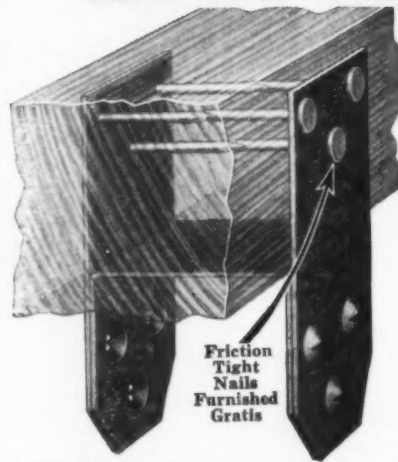
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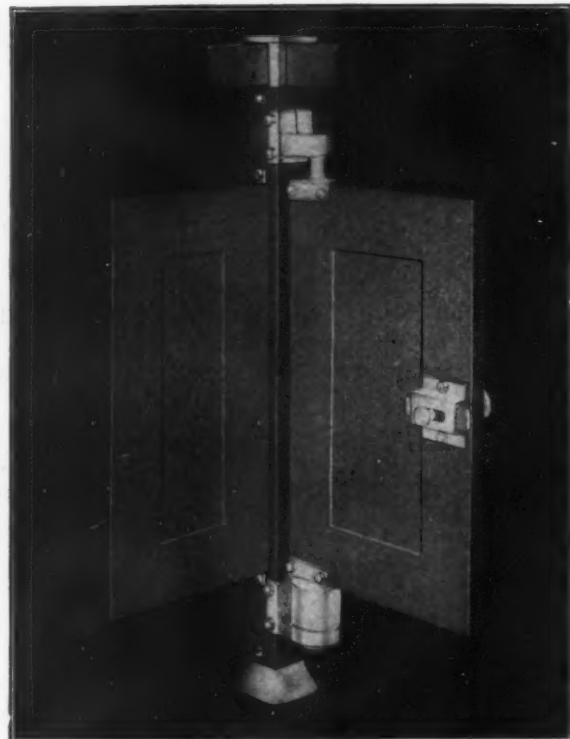
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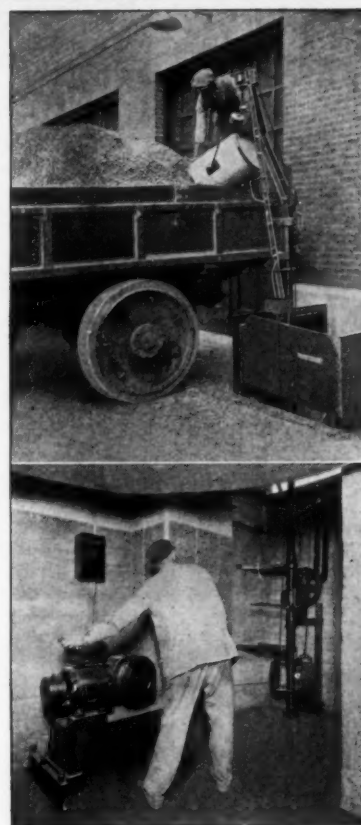
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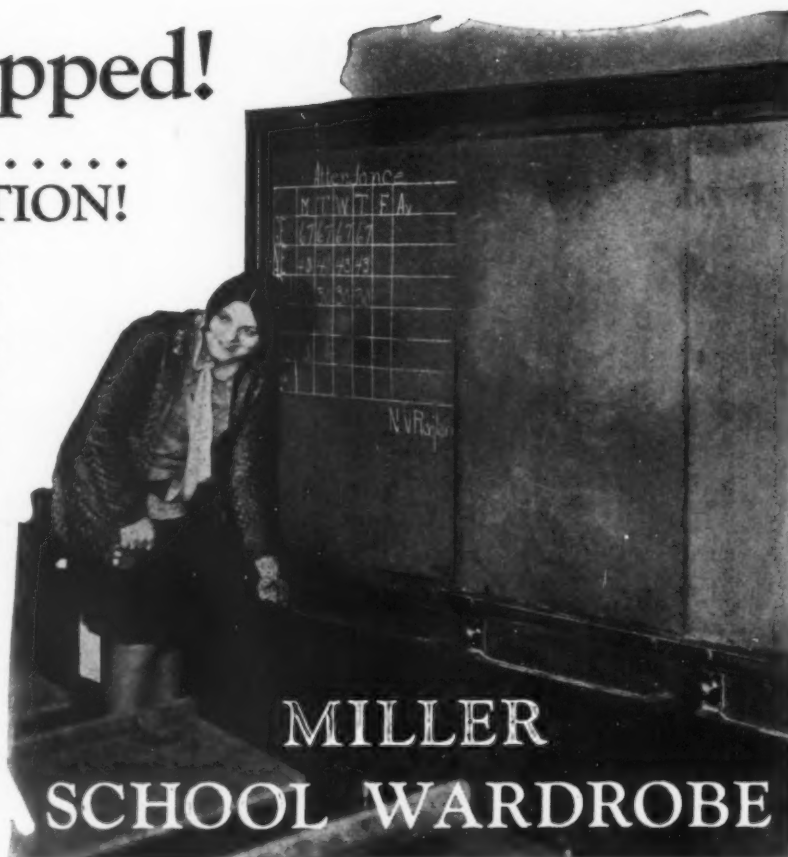
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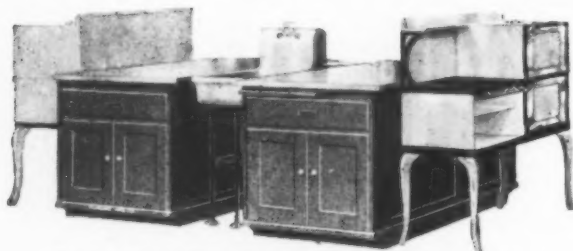
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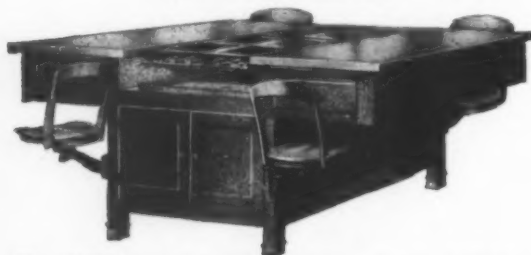
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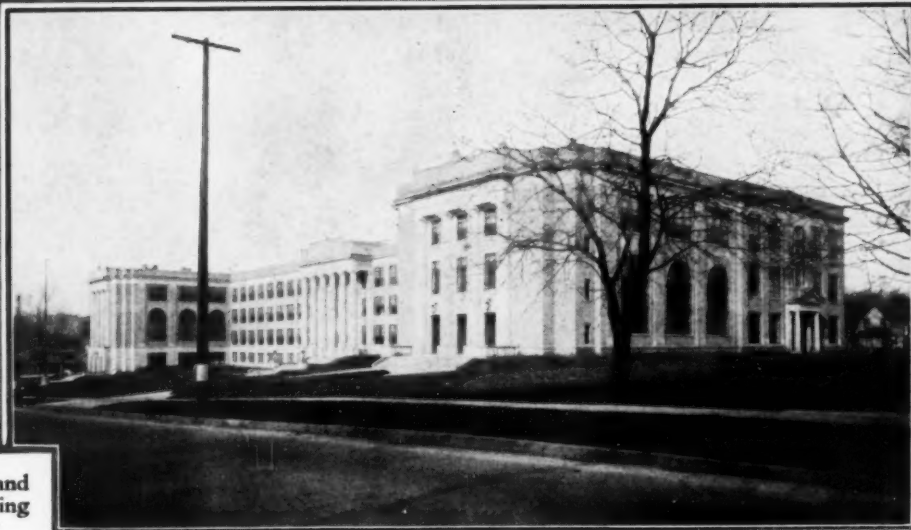
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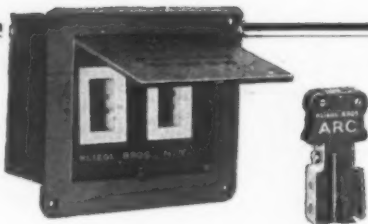
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Manufacturers of Ash Hoists and Freight Elevators

### STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST, 24, 1912

Of THE NATION'S SCHOOLS, published monthly at Chicago, Illinois, for April 1, 1929.

State of Illinois }  
County of Cook } ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared James G. Jarrett, who, having been duly sworn according to law, deposes and says that he is the business manager of The Nation's Schools Publishing Co., and that the following is, to, the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: The Nation's Schools Publishing Co., Chicago, Illinois.

Editor: Prof. M. V. O'Shea, Madison, Wisc.

Managing Editor: John A. McNamara, Chicago, Illinois.

Business Manager: James G. Jarrett, Chicago, Illinois.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

The Modern Hospital Publishing Co., Inc., Chicago, Illinois; Dr. Otho F. Ball, Chicago, Ill.; James G. Jarrett, Chicago, Ill.; Stanley R. Latshaw, New York, N. Y.; J. P. McDermott, Chicago, Ill.; S. R. Clague, Chicago, Ill.; D. W. Sammons, Chicago, Ill.; Wheeler Sammons, Chicago, Ill.; B. K. Hollister, Chicago, Ill.; John A. McNamara, Chicago, Ill.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) There are no bondholders, mortgagees, or other security holders.

J. G. JARRETT, Business Manager.

Sworn to and subscribed before me this 25th day of March, 1929.

[SEAL]

J. P. McDERMOTT, Notary Public.

My commission expires Aug. 10, 1929.



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**MADE IN ROLLED STEEL, BRONZE  
AND ALUMINUM**

BY

**Richey, Browne & Donald, Inc.**

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## Maple Flooring for Schools

**R**EPEATED tests have proven that there is no substitute for hard maple floors in schools. Its even textured fibres toughened by hard winters assure you of the floor which will withstand the rough and hard usages to which they are exposed by children's feet. By specifying Robbins Hard Maple Flooring you are assured of a first class floor.

**ROBBINS FLOORING CO.**

*Members M. F. M. A.*

Rhineland, Wisconsin

## Hamlinized Schools are Modern Schools

### A few new Hamlinized Schools:

Notre Dame Academy, Mitchell, S. D.  
School of Speech, Northwestern University, Evanston, Ill.  
So. Side High School, Ft. Wayne, Ind.  
W. Side Jr. High School, Rockford, Ill.  
Intermediate School, Highland Park, Ill.  
Park Place School, Evanston, Ill.  
Hagerstown School, Hagerstown, Ind.  
Holland High School, Holland, Mich.  
Whittier Jr. High School, Lincoln, Neb.  
Alliance High School, Alliance, Neb.  
Salem High School, Salem, S. Dak.  
Franklin School, Lima, Ohio.  
Gorton High School, Yonkers, N. Y.  
Atlanta Boys Senior High School, Atlanta, Ga.  
Fairbury High School, Fairbury, Neb.  
Wooster High School, Wooster, Ohio.  
New York Institute for the Education of the Blind, New York City.  
Baltimore Colored Senior-Junior High School, Baltimore, Md.  
Harrison Park High School, Grand Rapids, Mich.  
Lapeer High School, Lapeer, Mich.  
Roosevelt School, Yonkers, N. Y.  
Warren G. Harding High School, Bridgeport, Conn.  
Amherst College, Amherst, Mass.

### MUSIC SCHOOLS

Smith College, Northampton, Mass.  
Peabody Institute, Baltimore, Md.  
Yale University, New Haven, Conn.  
University of Wyoming, Laramie, Wyo.  
University of Illinois, Urbana, Ill.  
Broadview Theological Seminary, La Grange, Ill.  
University of Wisconsin, Madison, Wis.  
Eastman School of Music, University of Rochester, N. Y.  
University of Oregon, Eugene, Ore.  
Convent of Our Lady of Mercy, Milwaukee, Wis.  
Mills College, Alameda, Calif.

From Boston to Los Angeles the modern school is being noise-protected with HAMLIN'S Sound-Proof Doors and Folding Partitions.

Teaching Experts, the world over, recognize the great importance of protecting the student from distracting sound waves. It is now possible to make use of space in classrooms, heretofore considered a waste, at certain times of the day.

SCHOOLS, COLLEGES, HOSPITALS, LIBRARIES, CHURCHES, MUSEUMS, THEATRES, etc., find that Hamlinized Doors and Partitions quickly pay for themselves.

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*Manufacturers*

1501 Lincoln St., Evanston, Ill.



**PURIFY /  
THE AIR!**

**ZEF-IR**  
deodorizing products

THE crowded conditions of modern life demand Zef-ir—a scientifically constructed deodorant that *actually purifies the air as well as sweetens it.*

It is made in various forms—Zef-ir Blocs and Crystals for general use, Zef-ir Blockettes for urinals. Write for samples.

THE HUNTINGTON LABORATORIES, INC.

Huntington,

Indiana.



## STANDARD-IZED BAND UNIFORMS

are chosen because they are—

1. Exceptionally durable.
2. Best adapted for girls or boys.
3. Easily fitted to any student.
4. Striking in color contrast.

Send for samples and details, stating class colors



**STANDARD APPAREL CO.**

Manufacturers

5604 Cedar Ave.

Cleveland, Ohio



*Holtzer-Cabot*

**SIGNAL SYSTEMS**

ESTABLISHED 1875



## LIFE INSURANCE---versus LIFE PROTECTION

So-called life insurance can give no protection to life—while money invested in safety and protective equipment not only saves lives but instills absolute confidence in all concerned.

In schools there is no device of more importance than an adequate fire alarm and drill system for protecting the lives of little children.

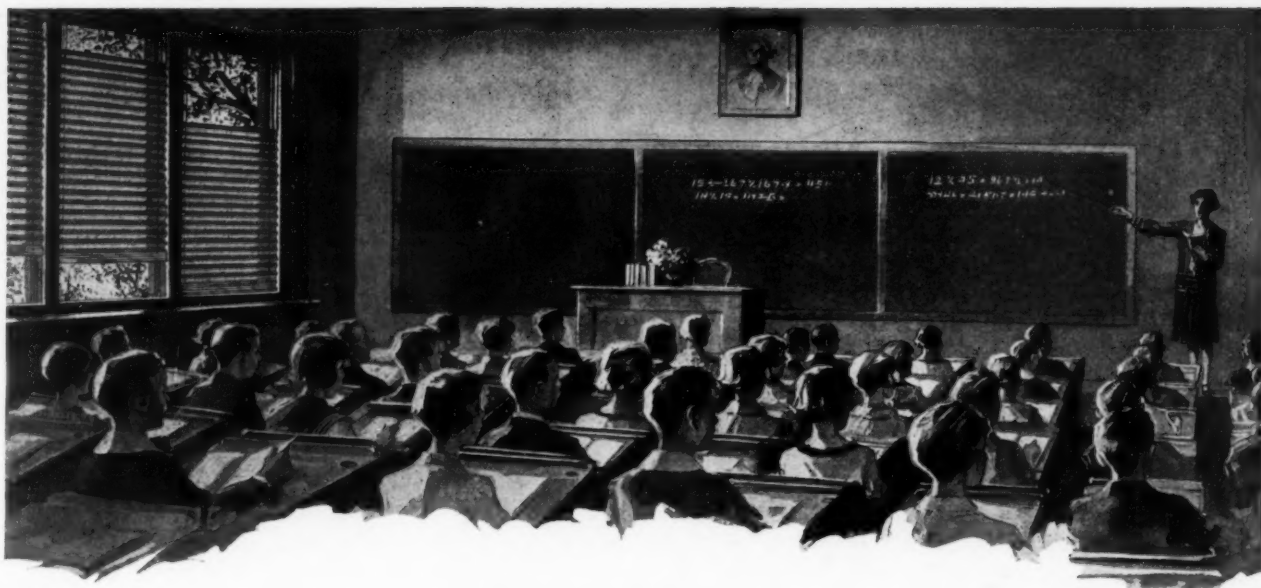
Holtzer-Cabot S. A. fire alarm and drill system is the recognized standard—a signal for a genuine fire automatically summons the city fire department—drill signals only may be given without summoning the fire apparatus—the only system approved and recommended by fire chiefs.

Send for full particulars.

*The Holtzer-Cabot Electric Co.*

BOSTON - CHICAGO





# Save the Children's Eyes

*Sunlight without Glare*

*Fresh Air without Draft*

ATHEY SHADES are ideal for the Schoolroom. They have demonstrated their effectiveness in hundreds of the finest schools in every State in the Union.

Preservation of eyesight is one of the most important reasons for the demand for ATHEY SHADES in the school building.

Details of specifications, as outlined by the Bureau of Education, are met in practically every item by the operation and material of the ATHEY SHADE. They are instantly adjustable to shade any part of the windows whether they be steel or wood, ordinary sash, casement, or of the tilting type. The edges are eyeletted and slide on taut guide wires which hold the shade from the window or from flapping out the window to become soiled and torn. Opaque shades specially fitted to make room light-proof for motion pictures. The material is a special weave of coutil which resists dust and dirt, very strong and durable, and is easily cleaned in case of necessity.

## Special Features

ATHEY SHADES are made of high-grade coutil, herringbone weave, 200 threads to the square inch, mercerized and calendered to a smooth finish. Resists dirt. Dyed in seven non-fading colors to harmonize with various office finishes. Always the same distance from the window. No rollers, latches, catches or springs to slip, stick or break. In any length and in widths up to 16 feet. Sunbursts for circle-head, segmental or Gothic windows. Also operating shades for skylights. They lower from the top and raise from the bottom, instantly adjustable to shade any part of the window. They cannot flap out the window to become soiled or torn.

*Our new Catalog and list of installations sent on request*

# Athey

WINDOW SHADES

## ATHEY COMPANY

6154 WEST 65TH STREET

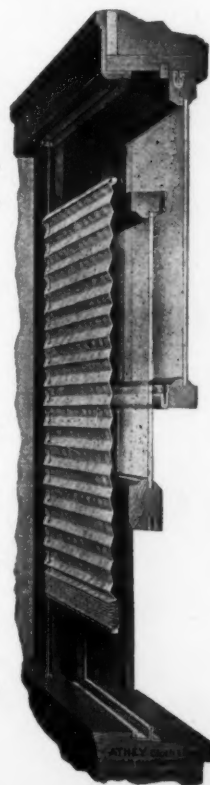
CHICAGO, ILLINOIS

Representatives in principal cities

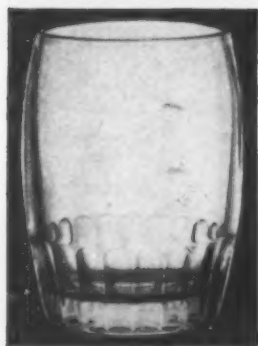
In Canada: Cresswell-McIntosh, Reg'd—Montreal and Toronto

## A Few Athey Shaded Schools and Colleges

Parma High School, Parma, Ohio  
Vermilion High School, Vermilion, Ohio.  
School for Museum of Fine Arts, Boston, Mass.  
University of South Carolina, Columbia, S. Car.  
National Kindergarten College, Wilmette, Ill.  
St. Mary's High School, Royal Oak, Mich.  
Wm. Penn Charter School, Philadelphia, Pa.  
Ohio State University, Columbus, Ohio.  
Union High School, Deming, Wash.  
University of Hawaii, Honolulu, Hawaii.  
South Euclid High School, South Euclid, Ohio.  
State Normal College, Cortland, N. Y.  
Haverling High School, Bath, N. Y.  
Saginaw High School, Saginaw, Mich.  
University of Illinois, Urbana, Ill.  
Woodrow Wilson School, Long Beach, Calif.  
Fern St. School, Hartford, Conn.  
Arlington School, Spokane, Wash.  
State Teachers College, Minot, N. Dak.  
Alameda High School, Alameda, Calif.








376

PERFECT BARREL SHAPE  
TUMBLER

Ask your Glassware Supply House for samples and prices of  Tumblers. All sizes and designs. They are guaranteed to outlast them all. Clear in color. Glazed edges. Smooth bottoms.

HAZEL-ATLAS GLASS CO.

WHEELING, W. VA.

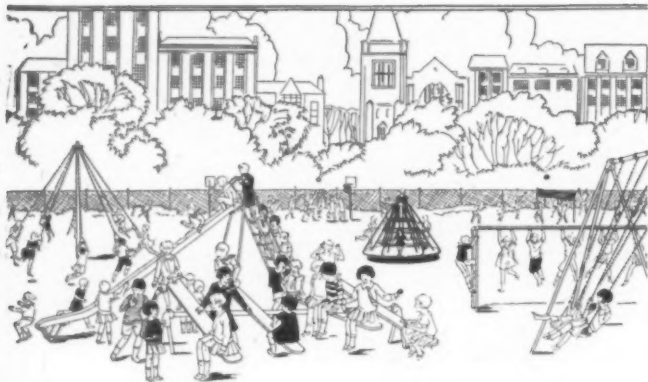
  
THE MARK  
OF QUALITY

**WORLD'S • LARGEST • TUMBLER • MANUFACTURERS**

**MORE than 50%**  
of the typewriters used for teaching  
typewriting in the United States  
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*a Significant Tribute to the*  
**Speed, Accuracy and Durability**  
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**342 MADISON AVENUE, NEW YORK, N. Y.**  
*“Underwood, Elliott-Fisher, Sundstrand—Speed the World’s Business”*



## More Playgrounds— Fewer Accidents

Keep the children off the streets—give them good playgrounds with plenty of funmaking, muscle building, health developing equipment—and yours will be a town where accidents involving children are few and far between.

For 21 years, Everwear Playground Apparatus has been recognized as the standard of quality. Built to withstand the abuse of afterhours roughnecks. Embodies every element of safety human ingenuity can devise. Playable as though the kids themselves had planned it.

Schools, institutions, cities—the country over—which have equipped their playgrounds with Everwear Equipment have found it superior. Also more economical, because of its greater durability.

Send for Catalog No. 20 which gives complete information. Lists 161 different models and sizes of apparatus with which to plan your playground.

THE EVERWEAR MANUFACTURING COMPANY  
SPRINGFIELD, OHIO  
Dept. 26

**Ever Wear**  
PLAYGROUND APPARATUS

## William McAndrew

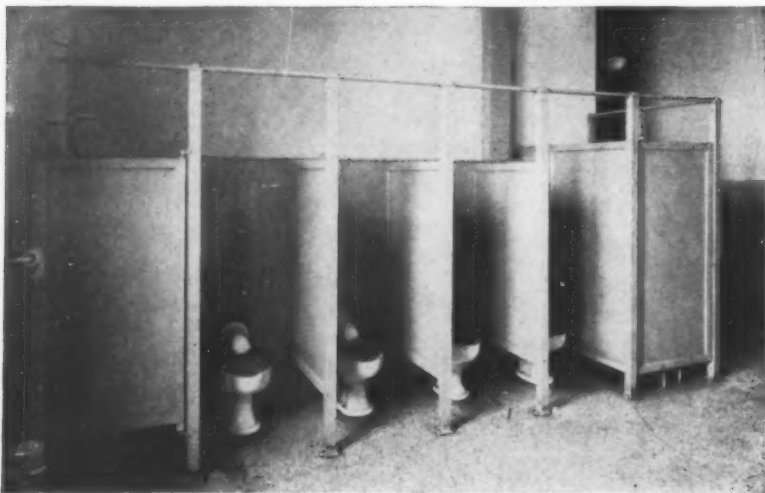
The leading article in this issue of The NATION'S SCHOOLS has been contributed by Mr. McAndrew, former superintendent of schools at Chicago. It is the first of a series of three dealing with school boards. The June and July issues will carry his story along and conclude his remarks.

Here the experiences of one of America's leading school authorities will be unfolded for the readers of The NATION'S SCHOOLS, and a constructive criticism made of the American school board system.

These articles by Mr. McAndrew have universal pertinence and application and will, no doubt, be read with enthusiasm by school people.

## "EBCO" STEEL TOILET ENCLOSURES

*for Toilet, Dressing and Shower Rooms in Schools and Stadiums*



Fire, vermin, corrosion and jack knives cannot harm the solid, durable steel of "EBCO" enclosures. The very best quality furniture stock, full cold rolled, annealed and patent leveled sheet steel containing the proper percentage of copper to make it rust resisting is used in "EBCO" construction.

"EBCO" enclosures may be had with or without doors and without utility or vent space. They may be used in any arrangement of standard sizes and installed economically. In fact, "EBCO" steel enclosures are most economical because they are practically permanent—never need replacement or repairing due to natural use. All fittings and hardware are of the very best—door hinges being of the aluminum bronze incased roller bearing gravity type.

The finish is standard color—sage green. Other colors at additional cost.


**Write  
for  
Catalog**

**The D. A. EBINGER SANITARY MFG. CO., 401 W. Town St., Columbus, Ohio**

*Manufacturers also of Ventilated Closets, Urinals, Wash Sinks and Drinking Fountains*



# Classroom Privacy



The quiet and privacy so essential to the uninterrupted concentration of student and teacher demand the use of Norton Door Closers throughout the school.

The Norton shuts out noises caused by pupils changing classes, stray passersby and any of the million and one distractions that upset class routine.

And Norton-controlled doors never slam or bang. Their action is smooth and silent . . . through the entire range of their swing. No drafts and sudden gusts of air . . . the Norton's pace is even and sure.

The Norton Door Closer is undoubtedly the finest for school use. Its mechanism is of an exclusive, advanced design that makes it free from annoying adjustments. And its sturdy construction guarantees untold years of service.

**NORTON DOOR CLOSER COMPANY**

*Division of The Yale & Towne Mfg. Co.*

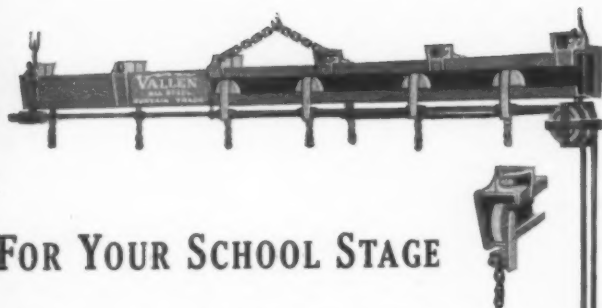
2900 North Western Ave. Chicago, Ill.

# NORTON

## DOOR CLOSERS

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## FOR YOUR SCHOOL STAGE

ONLY varied and effective curtain movements can render an atmosphere and charm—theatric!

ONLY VALLEN NOISELESS CURTAIN CONTROLS AND ALL-STEEL SAFETY TRACKS render this atmosphere

*Noiselessly—Safely—  
Positively*

AND—Vallen Equipment is sturdy, permanent,—withstanding rough and inexperienced operation, by hand or remote electric control.

**VALLEN ELECTRICAL CO., INC.**  
AKRON, OHIO

WRITE FOR A  
"QUIET BOOK"

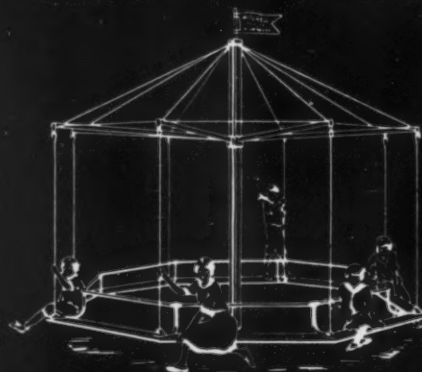


"Is it moving?  
I can't hear it."

# MITCHELL

BETTERBILT  
Playground Apparatus

Schools—Homes—Parks



Mitchell Whirl

The Mitchell Whirl, shown above, is just one number in the "Betterbilt" line. Send for free illustrated catalog and name of your state distributor.

**MITCHELL MFG. CO.**

1808 Forest Home Ave. Milwaukee, Wis.



## An Applicator Bottle

furnished with our compliments in your own medicine cabinet will soon convince you that

### MERCUROCHROME—220 SOLUBLE

(dibrom-oxymercuri-fluorescein)

IS THE

### Logical Successor to Tincture of Iodine

FOR

**First Aid Prophylactic and General Antiseptic Use**

Mercurochrome stains as Iodin does, and it is the stain of Mercurochrome, as it is of Iodin, that shows just where and how effectively the germicide has been applied; it fixes the bactericidal agent in the field for a relatively permanent period which prolongs the asepsis or the sterilizing effect, and it provides for demonstrable penetration into the tissues beneath the superficial surfaces. Inasmuch as Mercurochrome is definitely proved an extremely efficient general antiseptic, it is only reasonable to consider it the successor to Iodin in this field, as it is free from the objectionable features of Iodin, for

**MERCUROCHROME DOES NOT IRRITATE, BURN OR INJURE TISSUE**

SELL YOURSELVES FIRST

**HYNISON, WESTCOTT  
& DUNNING**  
BALTIMORE, MD.

HYNISON, WESTCOTT & DUNNING,  
DEPT. N, BALTIMORE, MD.

Please send me Mercurochrome Applicator Bottle for  
personal use.

Name .....

Business Address .....



## Your Decision on Heating and Ventilation Is Important...*Investigate Carefully*

Take time to visit schools which are using PeerVent Units, or at least write a few letters of inquiry about them. Find out how well PeerVent Units are liked—how noiselessly and efficiently they operate under varying conditions...Consider, too, the proven durability of PeerVent Units. Units built by this Company *eighteen years ago* are still in service and giving perfect satisfaction.

The latest PeerVent machines are therefore the result of long experience—backed by the pioneer manufacturers of heating and ventilating units...

Write for Catalogue to the Peerless Unit Ventilation Co., Inc., 718-34 Crescent Ave., Bridgeport, Conn. Please mention whether you would like to see our local sales representative.

# PEERVENT

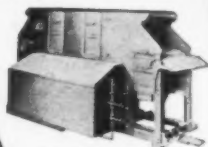
## HEATING AND VENTILATING UNITS



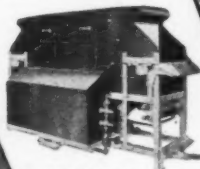
# From Coast to Coast



Model C-3  
Straightaway Conveyor



Model C-22  
Straightaway Conveyor



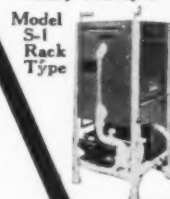
Model C-2  
Straightaway Conveyor



Model B  
Rotary Conveyor



Model A-2  
Rotary Conveyor



Model  
S-1  
Rack  
Type



SWEETHEART TEAROOM  
SHELBOURNE FALLS, MASS.

## "East is East and West is West"

IT'S a far cry from the popular Sweetheart Tea Room on the Mohawk Trail in Massachusetts to the great Los Angeles Biltmore in Southern California, but they meet fairly and squarely in the opinion that

## COLT AUTOSAN DISHWASHING MACHINES

are the most efficient and most economical to use.

And they're not alone in this opinion — not by any means — East, West, North and South — wherever performance is the basis of comparison, and the greatest dollar-for-dollar value decides a purchase — you'll find this same opinion prevails.

*There is a Colt Autosan for every dishwashing requirement:*

Three Models of the Continuous Conveyor Type  
Two Models of the Rack Conveyor Type

Two Models of the Rotary Type  
One Model of the Rack Type

◀ Prices range from \$615 to \$3200 in Copper, \$790 to \$3750 in Monel ▶

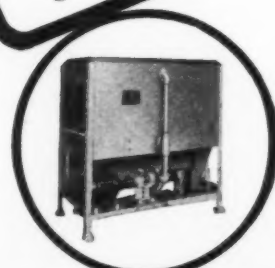
**COLT'S PATENT FIRE ARMS MFG. COMPANY**

AUTOSAN DIVISION

HARTFORD, CONNECTICUT, U. S. A.

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*Illustrated Bulletins  
on any or all  
COLT AUTOSAN  
Dishwashing  
Machines upon  
request*



RA-1 Automatic Rack Conveyor  
RM-1 Manual Rack Type

Kitchen of Shaker Heights High School, Cleveland, Ohio, showing Monel Metal work table tops, cook's table top, Bain Marie, salad pan, baker's table and dish cabinets with Monel Metal tops and trim.



## **MONEL METAL**

**Food Service Equipment**

*Clean-looking... Attractive... Long-wearing*

**I**N keeping with modern standards of public school cafeteria design, Monel Metal equipment is used in the spick and span kitchen of the Shaker Heights High School, Cleveland.

Monel Metal food service equipment is clean-looking, sanitary, and long-wearing. Monel Metal's corrosion-resistance, steel-like strength and freedom from rust provide a rare combination of properties insuring many years of economical service. Monel Metal has

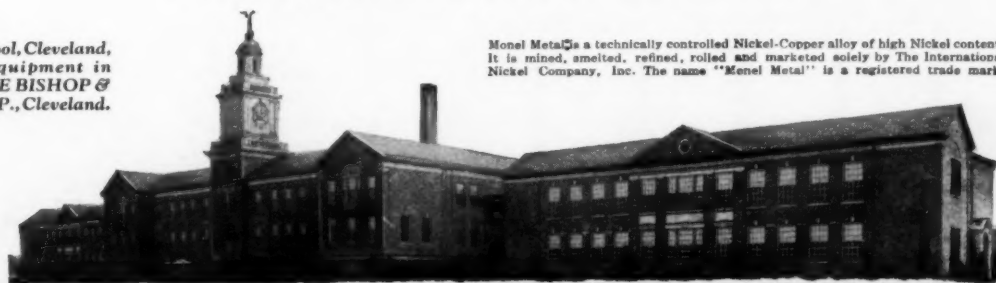
no coating to chip, crack or wear off. It is permanently attractive and contributes greatly to the low cost maintenance of school cafeterias and lunchrooms.

Before considering plans for food service installations, learn why Monel Metal equipment has been adopted by leading schools, restaurants, hotels and hospitals throughout the country. Consult your regular manufacturer or write direct for further information.

SEND FOR FOOD SERVICE EQUIPMENT LITERATURE

Shaker Heights High School, Cleveland, Ohio. Monel Metal equipment in cafeteria installed by THE BISHOP & BABCOCK SALES CORP., Cleveland.

Monel Metal is a technically controlled Nickel-Copper alloy of high Nickel content. It is mined, smelted, refined, rolled and marketed solely by The International Nickel Company, Inc. The name "Monel Metal" is a registered trade mark.



THE INTERNATIONAL NICKEL COMPANY, INC., 67 WALL STREET, NEW YORK, N. Y.

## "INTER-TWILL" Window Shades for SCHOOLS

*Fulfill all requirements*

Specify—"INTER-TWILL" because . . . there are more years of service in these window shades. It is a TWILL woven fabric of exceptional strength. "Inter-twill" shades are washable.

If total exclusion of light is desired, specify Interstate "NOLITE" Shade Cloth. Shadowless and light-proof in all colors including light colors and white.

*Made in the color tone of your choosing*

**Interstate Shade Cloth Co.**  
HOBOKEN and NEW JERSEY  
**The Lapsley-Interstate Shade Cloth Co.,**  
Baltimore Maryland

*In Philadelphia Your Choice Should Be*

## THE HOTEL MAJESTIC BROAD ST. AND GIRARD AVE. PHILADELPHIA

### 400 LARGE ROOMS

*only Hotel in Philadelphia with a  
subway entrance from main lobby*

**MOST MODERATE RATES!**

Single room, running water \$2

for two . . . . \$3.50

Single room, private bath \$3

for two . . . . \$5.50

Garage connected with hotel

**WIRE AT OUR EXPENSE  
for RESERVATIONS!**

**JNO. C. GOSSLER**  
*Mgr. Dir.*



## Spend Wisely

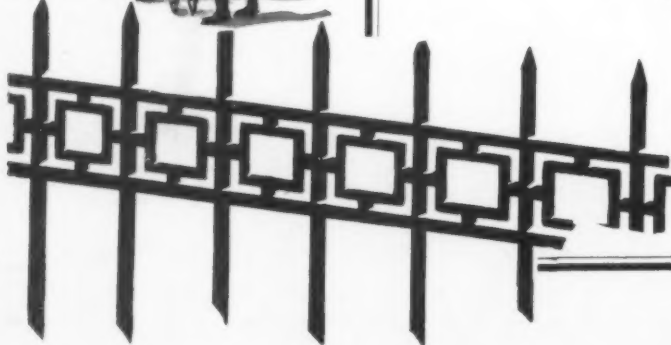
*when you buy your school fence*

Everyone recognizes the imperative necessity of restraining the children from the dangers of their own carelessness. You must have a fence to keep them out of the way of speeding traffic.

But when you buy Fence, buy permanence. Careful buying (and not necessarily paying a higher price) can secure a fence which will outlast the years. You surely ought to analyze the Stewart Specification before you make any decision.

There's a new Stewart School Fence Catalog you will want to consult. Ask us to send it.

**THE STEWART IRON WORKS COMPANY, INC.**  
516 STEWART BLOCK, CINCINNATI, OHIO



**Stewart** IRON  
and WIRE  
**FENCES**



For  
Schools and Colleges  
*a New Standard of Refrigerator Service by McCray*



**McCRAY**  
REFRIGERATORS  
FOR ALL PURPOSES

**NEWEST** and finest achievement in McCray history, the No. 332, shown above, is typical of the latest models built especially for schools and colleges.

Gleaming white porcelain fused on steel provides an interior easy to keep spotless and sanitary. Four-inch walls are insulated with pure corkboard, sealed with hydrolene.

Five-ply laminated oak with flush panels make a handsome as well as staunch and durable exterior. Hardware of the latest self-closing type, is bronze, heav-

ily nickelled Piano casters enable easy moving. Like all McCray models the 332 may be used with machine refrigeration of any type, or ice. Other styles and sizes, with the same details of quality construction, available for every refrigerator need.

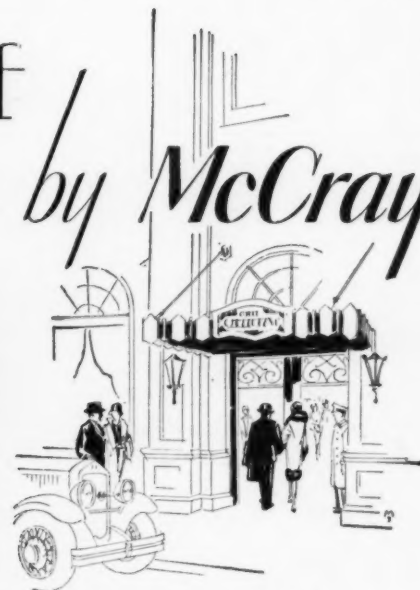
In schools and colleges all over the country McCray equipment is chosen for *efficiency* in service and for *economy* in operation.

See the new models at the salesroom nearest you. Or send now for literature and information about refrigerators to meet your particular needs. No obligation.

McCray Refrigerators are available for every refrigerator need. In schools and colleges all over the country McCray equipment is chosen for *efficiency* in service and for *economy* in operation. See the new models at the salesroom nearest you. Or send now for literature and information about refrigerators to meet your particular needs. No obligation.

**MCCRAY REFRIGERATOR SALES CORPORATION**  
973 Lake St., Kendallville, Ind.

Salesrooms in All Principal Cities (See Telephone Directory)



**F**ORTY years of close association have given McCray an intimate knowledge of the exacting needs of schools and colleges.

In these latest models, built upon the staunch foundation of quality which has always characterized McCray, are embodied refinements and improvements which provide a new standard of refrigerator service. Wherever perishable foods must be kept in large quantities, these new models are hailed as the finest achievement in modern sanitary refrigeration!

Significant of this high regard, is the selection of McCray equipment by so many of America's largest schools and colleges. McCray quality has been proved in service for more than a third of a century.

**We Build to Order, Too**

McCray builds to order to meet every refrigerator requirement in institutions, stores and homes. Our engineers will gladly submit blue prints, specifications and quotations without obligation. Just send us a rough sketch, indicating refrigerator needs.

WORLD'S LARGEST MANUFACTURER OF REFRIGERATORS FOR ALL PURPOSES

**MCCRAY REFRIGERATORS**



Guilbert and  
Betelle,  
Architects

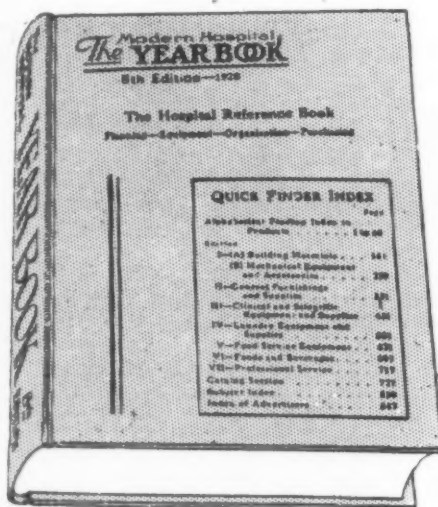
## The New Columbia High School of Maplewood and South Orange, New Jersey, has its 1,050 Hartshorn Joanna Cloth Window Shades

Maplewood and South Orange are proud of their new school, erected at a cost of one million five hundred thousand dollars, exclusive of land and equipment. Only the best materials are used.

The Light Ecru Hartshorn Joanna Cloth Window Shades, mounted on Hartshorn Rollers, dress the exterior and interior as well, complementing the impressive Gothic architecture and superlatively modern interior fittings. Joanna Cloth was specified because it is durable, beautiful, and diffuses a soft, clear light, to make study easy and protect the young eyes of the students.

STEWART HARTSHORN CO., 250 Fifth Avenue, New York City

*Hartshorn*  
Est. 1860  
SHADE ROLLERS and  
WINDOW SHADE CLOTH



SCHOOLS, Colleges and Universities having infirmaries and hospitals will find a practical use for The MODERN HOSPITAL YEAR BOOK, 9th Edition, 1929. This annual reference volume, with its 900 pages, is the one complete guide to the problems of hospital planning, equipment, organization and purchasing. It will serve an indispensable purpose, for it combines in one volume essential and detailed reference to the many considerations of this phase of school service.

The price of The YEAR BOOK is \$2.50, delivery free. This New Edition is just off the press. Write for a copy to-day.

THE MODERN HOSPITAL PUBLISHING CO.  
919 North Michigan  
Chicago, Ill.

# A Public Toilet Seat



## *should be made of STEEL*

And it *would* be if practical disadvantages didn't make steel out of the question, for only a seat of sheer unbreakable strength can stand the unbelievably careless treatment of the public.

Whale-bone-ite is such a seat. Though it costs no more than the cheapest composition closet seat made, its unbreakable construction—guaranteed for the life of the building—immediately ends all replacement expense.

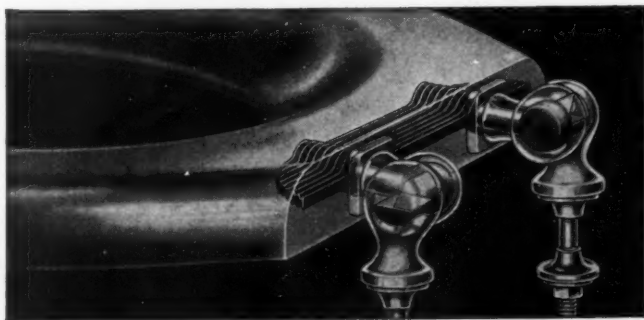
Its handsome polished Whale-bone-ite surface will last a life-time. It is easy to clean and non-inflammable. Its hinge also is covered with Whale-bone-ite, giving it the same strong, polished surface as the seat, and making it non-corrosive.

Its use is spreading to the guest bathrooms of fine

hotels. Many new apartment houses are equipping all toilets with it.

*Send for free cross-section  
—see its strength yourself*

Figures show that on the average ordinary seats have to be replaced about every three years. If you want to end this needless expense, just as it already has been ended in more than a million public toilets in modern and remodelled buildings, simply install Whale-bone-ite Seats as fast as other seats wear out. Not only will the replacement expense end, but the toilets will be cleaner as Whale-bone-ite is easier to keep clean. Without obligation send for a free Whale-bone-ite cross-section. Simply address Dept. G-3, Seat Division, The Brunswick-Balke-Collender Co., 623 South Wabash Avenue, Chicago.



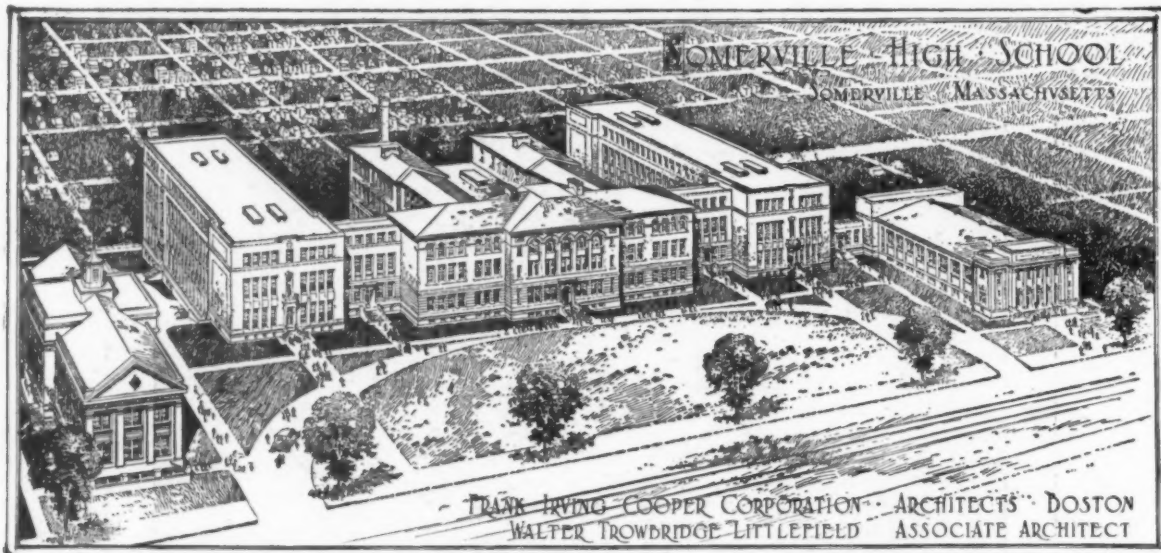
THE WHALE-BONE-ITE Seat and Hinge form an unbreakable unit. The Seat is molded around a laminated core of alternating-grain layers of hardwood, making it proof against warping, cracking and splitting. The die-cast hinge is molded integral with the seat.

### THE BRUNSWICK-BALKE-COLLENDER CO. ✓ Chicago

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**BRUNSWICK**  
**WHALE-BONE-ITE**  
**TOILET SEATS**





## BLOXONEND FLOORS FOR FINER TYPE SCHOOLS



This educational plant was designed by Frank Irving Cooper Corp., one of the outstanding school architectural firms in the East. Bloxonend floors were installed in the gymnasium, shops, corridors and in a number of class rooms.

A subject that received the utmost of study was that of increasing the hours of school-building use and Bloxonend was selected for the gymnasium because it harmonizes with this plan. Lectures, dances, rehearsals and functions of a civic nature can be carried on over the floor for all time

without affecting its adaptability for specialized gym service.

Bloxonend is bright, clean and attractive in appearance. Its end-grain surface (2½ in. thick) insures long life and eliminates the splinter hazard. It is noiseless, resilient and fast under foot and permanently solves the school flooring problem. Write for Booklet "School Floors."

**CARTER BLOXONEND FLOORING CO.**  
Kansas City, Missouri

(Branch Offices in large cities—See Sweet's)

## BLOX-ON-END FLOORING

Bloxonend is made of Southern Pine with the tough end grain up. It comes in 8 ft. lengths with the blocks dove-tailed endwise onto baseboards.



*Lays Smooth  
Stays Smooth*



# "Maple... no other flooring combines so many essentials for the modern school"

R. W. Stevens, Architect, *Huntington, Ind.*



*Central Grade School, Huntington, Indiana. Floored with Maple throughout.*

"Maple flooring has been used throughout the Central Grade School structure and the resulting finished floors have proved satisfactory in every respect.

"No other type floor combines so many of the essentials demanded in floors for the modern school. Maple Flooring is always our first choice when selecting floors for use where warmth, low maintenance cost and appearance are prime factors."

Thus Robert W. Stevens, prominent Indiana architect, reiterates the opinions of other architects and school superintendents in every section of the country.

Back of the widespread use of Northern Hard Maple in school buildings is the fact that this is the one flooring material which combines warm, dry, cushioning comfort

with the qualities of lasting wear which school use demands.

This resilient flooring material is remarkably tough-fibred and tight-grained. It will not splinter or splinter. Scuffing, youthful feet and the moving of equipment simply make it smoother with time. Northern Hard Maple, moreover, because of its permanent smoothness, is exceptionally easy to clean and keep clean. It offers no open lodging places for dust and germ-laden dirt to collect. And it permits quick, simple, permanent anchorage for seats.

Hundreds of school boards have been guided by these facts in selecting flooring. They have chosen Maple for schoolrooms, corridors, gymnasiums, assembly halls. Consult your architect about Northern Hard Maple.

Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech and Birch Flooring. The following manufacturers only are licensed to use the Association Trade-mark **MFMA**. Specify MFMA on the flooring you use.

Cobb & Mitchell, Inc. Cadillac, Mich.  
Cummer-Diggins Company Cadillac, Mich.  
Flanner Company Blackwell, Wis.  
Foster-Ertmer Lumber Co. Mellen, Wis.  
Holt Hardwood Company Oconto, Wis.  
Indiana Flooring Company (Mill at Reed City, Mich.)  
New York, N. Y.  
Mitchell Brothers Company Cadillac, Mich.  
Nichols & Cox Lumber Co. Grand Rapids, Mich.  
North Branch Flooring Co. Chicago, Ill.  
Northwestern Cooperage & Lumber Company Gladstone, Mich.  
Osgood & Blodgett Mfg. Co. St. Paul, Minn.  
Oval Wood Dial Corporation Tupper Lake, N. Y.  
Robbins Flooring Company Rhinelander, Wis.  
Sawyer Goodman Company Marinette, Wis.  
Soo Lumber Company Glidden, Wis.  
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**MAPLE FLOORS IN COLOR**—By a new special staining process—the Marietta-Murphy Finishing System—Northern Hard Maple Flooring may now be given a variety of beautiful, lasting color finishes. Standard finishes as follows:

EARLY AMERICAN	AUTUMN BROWN	DOVE GRAY	PASTEL GREEN	SEAL BLACK
SPANISH BROWN	SILVER GRAY	ROYAL BLUE	ORCHID	NATURAL

**MAPLE FLOORING MANUFACTURERS ASSOCIATION**  
1797 McCormick Building, Chicago

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**

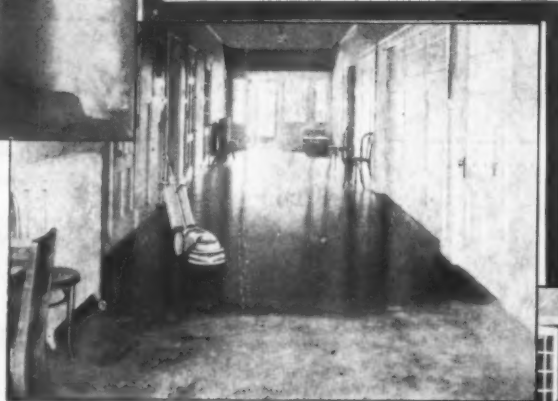
Let our Service and Research Department assist you with your flooring problems. Write us.



# Floor with Maple



EVERY square inch of floor space in a school can be kept immaculately clean through the use of the FINNELL SYSTEM of floor cleaning. In large, unobstructed areas, such as the gymnasium and corridors, the No. 20 FINNELL can be counted upon to do the work quickly, efficiently.



# Up stairs! down stairs

## —and on the stairs Have floors CLEAN

Wood, linoleum, tile, terrazzo—any kind of floor can be kept in beautiful condition with the FINNELL, for the FINNELL is an all-purpose machine. It *waxes, polishes and*

*scrubs*—and does it far better and cheaper than old fashioned, inefficient hand methods. It leaves no dirt between the cracks and the crevices—no accumulation of grime, no sticky surfaces. FINNELL-cleaned floors are *really clean—beautiful, spotless.*

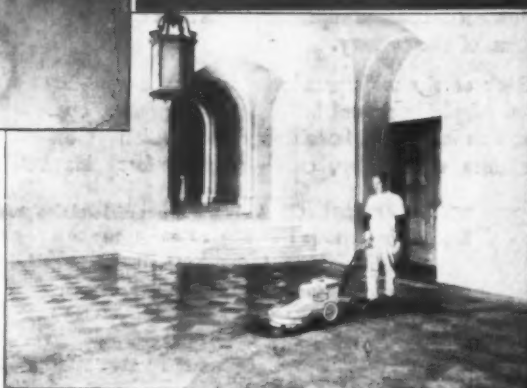
### A FINNELL for your needs

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make a survey and recommend the size you should have. Why not purchase it now—you will need it for vacation cleaning anyway. For information write: FINNELL SYSTEM, INC., 1505 East St., Elkhart, Ind. District offices in principal cities.



In class rooms and locker rooms where seats and lockers make cleaning more difficult, the smaller FINNELL will polish or scrub just as thoroughly, getting into every niche and corner. There is even a FINNELL small enough and light enough to be used on the stairs, which the daily trudging of feet makes especially hard to keep clean.



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## ELECTRIC FLOOR MACHINE

*It waxes • It polishes • It scrubs*

